

Code _____
Assigned by the Michigan Department of Education

Sample Copy

CHECK ONES THAT APPLY IN EACH GROUP:

☒ Middle School Previous
☐ Junior High School Blue Ribbon School:
☐ High School Yes ☒ No
If yes, year(s) _____

2003-2004 Blue Ribbon Schools Program Certification Sheet

Name of Principal Mr. Kenneth Gutman

Official School Name Scripps Middle School

School Mailing 385 E. Scripps Road Tel. (248) 693-5440

Address Lake Orion, Michigan 48360 Fax (248) 693-5301

Website/URL http://www.lakeorion.k12.mi.us/scripps Email kgutman@lakeorion.k12.mi.us

County Oakland Nearest Major Airport/City, State Bishop/Flint, MI

Kenneth Gutman Date 1-7-04
(Principal's Signature)

Private Schools: If the information requested is not applicable, write N/A in the space

Name of Superintendent Dr. Craig A. Younkman

District Name Lake Orion Community Schools Tel. (248) 693-5400

District Mailing 315 N. Lapeer St. Fax (248) 693-5466

Address Lake Orion, Michigan 48362

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge it is accurate.

Craig A. Younkman Date 1-7-04
(Superintendent's Signature)

Name of School Board
President/Chairperson Mrs. Leeann Bartley

I have reviewed the information in this package, including the eligibility requirements on page 3, and certify that to the best of my knowledge it is accurate.

Leeann K. Bartley Date 1/7/04
(Signature)

Preparation of School Self-Assessment

Representatives of all relevant stakeholder groups (including administrators, teachers, other school staff, students, parents, and community representatives) should be involved in the preparation of the School Self-Assessment. Information about its preparation is required under F3 and is used in scoring that item in conjunction with the information requested below. List the individuals involved in preparation. If necessary, add an additional page numbered "2a."

Name	Position/Title
Cathy Smith (Primary author/editor)	Teacher, Blue Ribbon Steering Committee
Connie Brotzke	Teacher, Blue Ribbon Steering Committee
Kenneth Gutman	Principal, Blue Ribbon Steering Committee
Dan Haas	Associate Principal, Blue Ribbon Steering Committee
Kathy Martin	Teacher, Blue Ribbon Steering Committee
Jeanne Samosiuk	Teacher, Blue Ribbon Steering Committee
Brock Stalions	Teacher, Blue Ribbon Steering Committee
Lori Whitfield	Counselor, Blue Ribbon Steering Committee
Tricia Arnold	Secretary
John Bernia	Teacher
Linda Billing	Teacher
Carol Binggeser	Teacher
Shelley Blue	Counselor
Cheryl Bongiorno	Teacher
Laurie Bowers	Teacher
Jerry Brazeau	Teacher
Cindy Carrothers	Custodian
Sheri Carver	Secretary
Nick Colwell	Teacher
Terry Cooper	Custodian
Mike Cottone	Teacher
Eric Crimmins	Teacher
Melissa Dalton	Teacher
Philip Dehn	Teacher
Wendy Deutsch	Teacher
Cindy Diber	Teacher
Kyle Dykman	Parent
Arlene Formolo	Teacher
Linda Glowaz	Director of Information Services
Michele Griswold	Teacher
Leslie Gruber	Teacher
Julie Hallock	Teacher
Cheryl Himmel	Secretary
Chieko Jimbo	Teacher
Tracee Johnson	Secretary
Courtenay Kinney-Smyth	Teacher
Annette Kline	Teacher
Roy Lee	Teacher – Retired

Preparation of School Self-Assessment

Name	Position/Title
Gail Lohr	Teacher
Leann Lowe	Teacher
Zach Losee	Student
Chris Lum	Student
Jane Mackinnon	Teacher
Harvey Mallin	Teacher
Paula Marcoux	Teacher
Julie Mavis	Teacher
Jessica McBride	Student
Kim McCool	Teacher
Jennifer Miller	Parent
Shea Miller	Teacher
Matt Moede	Teacher
Carrie Parker	Teacher
Kris Paulson	Custodian - Relocated
Toni Rossi	Teacher
Kathy Sanborn	Custodian
Anna Schloff	Custodian
Kay Schrah	Technology
Jaiya Shah	Teacher
Gary Snyder	Custodian
Kelly Stalions	Teacher
Tom Thomas	Teacher – Retired
Bethany Tomanek	Student
Carolyn Trumble	Teacher – Retired
Cathy VanCuren	Teacher
Debbie VanderMaas	Media Specialist
Cathy Zajkowski	Teacher - Retired

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this nomination package certify that each of the statements below concerning the school's eligibility, previous recognition in the Blue Ribbon Schools Program, and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school is a middle school, a junior high school, or a senior high school, or a senior high school. Or the school is K-12 and the middle, junior high, and/or high school components are applying. The entire school is applying unless the school is K-12.
2. The school has been in existence for five full years.
3. The school has not received recognition as a Blue Ribbon School since October 1999.
4. The nominated school or district is not refusing OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
5. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
6. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
7. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; and if there are such findings, the state or district has corrected, or agreed to correct, the findings.
8. Once the program is fully operational, the nominated school must have a grade of either A or B under the Michigan Department of Education's Education YES Accreditation Program.

PART II – BACKGROUND AND DEMOGRAPHIC DATA

DISTRICT (Questions 1-3 not applicable to private schools)

1. Total number of students (PreK-12)* enrolled in the district: 7612

2. Number of schools in the district:

<u>7</u>	Elementary schools
<u>3</u>	Middle schools
<u>-</u>	Junior high schools
<u>1</u>	High schools
<u>11</u>	TOTAL

3. District Per Pupil Expenditure: \$8,118.00

Average State Per Pupil Expenditure \$7733.00 (2002)

SCHOOL (To be completed by all schools)

4. Category that best describes the area where the school is located:

- ☐ Urban or large central city
- ☐ Suburban school with characteristics typical of an urban school
- ☒ Suburban
- ☐ Small city or town in a rural area
- ☐ Rural

5. 4 Number of years the principal has been in her/his position at this school

 If less than three years, how long was the previous principal at this school?

6. Number of students enrolled at each grade level or its equivalent in the school:

Grade	# of Males	# of Females	Grade Total		Grade	# of Males	# of Females	Grade Total
K					7	113	99	212
1					8	103	86	189
2					9			
3					10			
4					11			
5					12			
6	104	91	195		Other			
TOTAL STUDENTS IN SCHOOL								596

* Include pre-Kindergartners only if the school and/or district operates PreK programs.

7. Racial/ethnic composition of the students in the school:
- | | |
|--------------|---|
| <u>.5</u> % | American Indian or Alaska Native |
| <u>1</u> % | Asian |
| <u>2</u> % | Black or African American |
| <u>1.5</u> % | Hispanic or Latino |
| <u>0</u> % | Native Hawaiian or Other Pacific Islander |
| <u>95</u> % | White |
| 100% | Total |

8. Student turnover, or mobility rate, during the past year: 5.3 %

(This rate should include the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

9. Limited English proficient students in the school: 1.3 %
8 Total Number

Number of languages represented: 6

Specify languages: German (1) Hmong (1)
 Spanish (5) Chinese (2)
 Chaldean (1) Romanian (1)

10. Students who qualify for free/reduced priced meals: 6.7 %
40 Number Served

If this is not a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate

11. Students receiving special education services: 9.6 %
57 Number Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act

<u> </u>	Deaf	<u>10</u>	Other Health Impaired
<u> </u>	Deaf-Blind	<u>4</u>	Seriously Emotionally Disturbed
<u>1</u>	Hard of Hearing	<u>30</u>	Specific Learning Disability
<u>4</u>	Mentally Retarded	<u>7</u>	Speech Impaired
<u>1</u>	Multihandicapped	<u> </u>	Visually Handicapped
<u> </u>	Orthopedically Impaired		

12. Describe any significant changes in the data reported in items 4-11 that have occurred during the past five years and explain why the changes occurred.

Scripps Middle School student population has decreased, as a result of the middle school restructuring following the 2000-2001 school year, by approximately 250 students.

13. Indicate the full-time and part-time staff members in each of the below categories.

	Number of Staff	
	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>33</u>	<u>3</u>
Special resource teachers/specialists	<u>5</u>	<u> </u>
Paraprofessionals	<u>1</u>	<u> </u>
Support staff	<u>12</u>	<u> </u>
Total number	<u>53</u>	<u>3</u>

14. Total number of classrooms in the school 40

15. When was the school built? 1965

Date(s) of any major renovations(s) 2000 – 2003

If the school has been renovated, briefly describe the nature of the renovation.

Scripps Middle School has just experienced a complete renovation and an addition of 50,000 square feet to create a “true” middle school. Basically, a brand new structure.

Part III-Summary

“Where living is a vacation,” is the motto of our small town, Lake Orion, Michigan. It exemplifies the type of vacation community that Lake Orion once was. Located thirty miles north of Detroit, Lake Orion has gone from a little resort town to an active, industrial and technological region centering around the automobile industry. Lake Orion is in the heartland of Automation Alley and is home to a General Motors plant and ancillary industries. It is one of the fastest growing suburbs in northern Oakland County. Scripps Middle School is named after William Scripps, an early industrialist, philanthropist, founder of the Detroit News, Scripps Howard broadcasting, and Scripps Motor Company. With a rich history in Michigan and a high regard for education, the Scripps’s name exemplifies excellence in education and the importance of innovative thinking.

In the past seven years, Scripps Middle School has transformed from a traditional junior high to a diverse, revitalized and progressive educational facility. We have literally been a school in transition. Our facility has been enlarged and renovated and no longer resembles the original structure. Through all of our changes and challenges, the staff has remained united, perseverant and has created an innovative and nurturing atmosphere in the education of our students. Through the closely knit staff and their dedication, student needs have been a high priority. As we began our school improvement journey, we took a critical look at what a middle school should be. With the help of educational consultants, we surveyed the parents, students and staff to assess our strengths and weaknesses. With this foundation, we addressed our curriculum and began to develop a framework combining school improvement goals, North Central Accreditation and professional development.

At a time when the economic future of schools is in question, Lake Orion has been extremely fortunate to have a school board and administration willing to make decisions looking forward toward a vision. Programs have been supported and funds have been generated to make Scripps become a true middle school. A school community in transition must adapt and grow internally as well as externally. Our educational programs are based on shared goals and visions.

Instructional teams of teachers were created at each grade level with approximately 100 students. Presently, heterogeneous teams have their own distinct identities with team names, logos and activities are tied together by a school theme. Teams analyze achievement and devise strategies for improvement. They also collaborate on instructional strategies and evaluate student achievement.

Scripps Middle School provides a nurturing, caring, challenging, rigorous, and supportive educational community for our students. We meet our students’ academic and affective needs through a system of continuous evaluation and adjustment of instruction and programs. Co-curricular activities provide an opportunity for students to develop leadership, creativity, physical skills, and emotional and intellectual growth. Under the guidance of compassionate, professional, and highly qualified staff, each student works

towards achieving his/her potential in our student-centered culture. Our teaching teams work to integrate curriculum and prepare students to meet high standards of achievement by cultivating reading, writing, and thinking skills. Our staff incorporated current instructional research about successful teaching and learning and our teaching practices are aligned to state standard and benchmarks.

Along with our highly qualified staff, our administration and community believe in the middle school concept and work with us to achieve our vision. The mission of our administration is clearly articulated and supported. The principal fosters enthusiasm and sets the tone for collaboration as an instructional leader. All stakeholders in our school community have a voice through our School Improvement Team (SIT) and our Parent-Teacher Organization (PTO). A variety of assessments are used to determine and evaluate student success. As we prepare our students for the future, we are proud to have been an integral part of their growth as they become contributing members of society.

Part IV-Vision/Mission

Scripps Middle School is devoted to creating the best educational environment to prepare all students for the future. The learning environment will encourage students' academic, personal and social growth enabling them to become contributing members of society."

The Scripps' school environment is consistent but open to change and growth. Because the educators consider themselves to be life-long learners, the influx of new educational material available is adapted to enhance our educational environment on a daily basis. We believe we build bridges between early adolescence and young adulthood by recognizing the uniqueness of the middle school child.

Our teaming philosophy supports one of our primary goals of writing across the curriculum. Because of the teaming concept, we are able to communicate with our peers and encourage students to be effective communicators in written and spoken language. Recognizing our students' future needs, we strive to provide them with opportunities for career exploration and development. Offering extended implementation of different technology and well-rounded, diverse areas of academia, supports and builds upon their previous knowledge for use in the future. By creating life-long learners, we have enabled the students to successfully apply their classroom knowledge throughout their lives.

Scripps school opens its doors each day to unique individuals who will eventually become positive, contributing members of society. The main focus of our mission statement is to enable and encourage our students to become these very members. We are proud to say that our STAR program encourages a sense of staff and cooperation. During this time the evident dedication of our Scripps' community helps to draw upon the strengths and interests of the students in the many STAR classes. Building upon the high expectations put into place by the staff, the students will continue to utilize all of their natural and academia gifts to be innovative, responsible adults. In our safe, nurturing, role modeling environment, our students work toward their personal best, as they grow into caring, sensitive, contributing young adults.

Part V- Learning-Centered Schools Criteria

A. Student Focus and Support

A1. How is the school's population best described? What are the students' needs? How does the school assure that the needs of all students are met?

Scripps Middle School students represent a cross-section of diverse socio-economic backgrounds within Lake Orion, Michigan, a northern Oakland County community. Our community reflects a quaint, small town image with lakes, recreation areas, and some small farms. Many families have been in the area for generations, but there has been extensive growth due to industry resulting in a vast number of new-home constructions and a more transient population.

The needs of our students are met by systematically evaluating achievement and by adjusting instruction and programs to increase academic excellence. Our goals are aligned with the Michigan Curriculum Framework Standards and Benchmarks recommendations. Our students take the Michigan Educational Assessment Program (MEAP) and the resulting data drives our improvement (H2). Reflecting upon our first cycle of North Central Association (NCA) accreditation under the Outcomes model, we engage in collective inquiry to effectively impact student learning. We will utilize the NCA Transitions model as we begin our second cycle of accreditation during the 2003 – 2004 school year. Professional development is a high priority of our staff as they learn to implement cross-curricular, Best Practice strategies. (E)

Scripps provides a rigorous program of study and sets high standards of excellence for all. Individual student needs are determined as teachers work with students one-to-one or offer small group and other types of differentiated instruction. Intervention programs are available to assist students such as after school tutoring by teams in our Middle Level Support Program (MLSP) and our Limited English Proficiency program (LEP). In addition to evaluating and meeting our students' academic needs, we recognize and provide support for their social and emotional needs through our small-community teaming approach and our Student/Teacher Affective Relationships program (STAR) (B2)

A2. What non academic services and programs are available to support students, and how do they relate to the student needs and school goals identified?

Scripps Middle School offers a variety of support services and programs that address the physical and emotional needs of all students. Students have access to a speech therapist, an occupational therapist, and a physical therapist. In the academic area students whose first language is other than English work with a Limited English Proficiency (LEP) teacher. Tutoring by the teachers of Scripps is available after school up to three days a week for students struggling in their subject area. Support for social needs is addressed in groups run by the school counselors. There are support groups for new students who have moved to Lake Orion, students dealing with grief and loss of a parent and students who need to build their study skills and/or social skills. In addition to these support programs, summer school is available for students as an enrichment class to expand on the skills they have learned during the school year. Summer school classes are also available for students who are in danger of being retained and need to pass summer school so that they do not have to repeat that grade.

A3. How does your school determine and address the developmental needs of students as they move from grade to grade.

Upon entering Scripps Middle School, each student is assigned a counselor and placed on a team. Each academic team works with students individually and in groups to nurture student development in academic and social-emotional areas along with planning for life after high school. Counselors meet at least weekly with team teachers to discuss student concerns, both academic and social and to plan intervention strategies. Counselors also meet weekly with administration to review student concerns. Scripps starts planning for the transition from elementary to middle school as early as December of the preceding year. In December all courses for the following year are described in the curriculum handbook. The curriculum handbook is distributed to all fifth graders when the counselors visit their elementary schools in the early spring. The purpose of the visit is two-fold, to introduce the middle school program

and to start the course selection process. We also hold an incoming sixth grade parent orientation later in the spring. The location of team classes is also helpful. The close proximity of the core academic teachers in each team lends itself to a centralized comfort zone for all students at Scripps.

The Lake Orion High School staff comes to the middle school to present different programs to our eighth graders. The High School counselors come out in the spring and are assisted with scheduling by the middle school counselors. Another feature that has opened up communication between staff members at different levels to the benefit of students is e-mail. Our district is networked through GroupWise and teachers often e-mail each other if they have questions about what has worked for individual students.

A4. What co-curricular activities are available for students and how do those activities extend the academic curriculum?

Scripps offers numerous comprehensive co-curricular activities that aid in the advancement of our academic curriculum. Through our co-curricular activities we encourage students to develop leadership, creativity, physical skill, emotional and intellectual growth. Our student participation rate in one or more activities is 83%, while 71% of our students are involved in intramural or organized sports teams. In the 2002-2003 school year, we had 384 students participate in organized sports. Our football, cross-country, and track teams have a "no cut" policy and involve large numbers of students annually. Our organized sports teams include opportunities for both boys and girls. We have three sports for boys including football, basketball, and wrestling. Girls have volleyball, basketball, and cheerleading. We also have two co-ed sports cross-country teams in the fall and track in the spring. Intramural activities include ski club, scrapbook club, bowling club, computer club, boater safety classes, babysitter's class, sixth grade track and cross-country.

We offer an opportunity for students to shine academically through National Junior Honor Society (NJHS); this program has been offered to our students for 10 years. To be a member, students must maintain a 3.5 GPA for three terms in their seventh grade year, be involved in outside activities, demonstrate leadership qualities, and have two teacher recommendations. In the 2002-2003 school year, 47 out of 178 of our seventh graders were inducted. NJHS does at least twelve service projects each school year which include an "adopt a family" program, mitten/hat tree, working at food banks, working at parent/teacher conferences and curriculum nights, and the "coats for kids" program.

The annual eighth grade Washington, D.C. trip impacts the entire core curriculum. This hands-on experience (87% of our eighth graders attend) allows our students to actively experience our nation's history. It is through hands-on encounters, our history comes alive. There are many opportunities for students to participate through six fund-raisers and applying to the scholarship fund.

Student Council is a representative body elected by the students. There are 36 members elected in their first hour class; additional members are added by application process. They meet monthly and plan events such as "Lunch with the School Board", Spirit Week, talent show, candy grams, door decorating contest, exchanging students with other schools, food drive, and hat day every Friday. Student Council provides scholarships for school trips or events. They have also been involved in projects such as: "The Make a Wish Foundation", The Detroit Zoo, Children of Kosovo, and preserving the Rain Forest.

Many other examples of co-curricular activities give the students of Scripps a broad spectrum of choices to further develop and challenge them through their middle school experience. The Parent Team sponsors a monthly social activity called "Friends and Fun Night"; on average, 70% of our students attend. They also organize roller skating parties four times a year and one of those times includes the other two district middle schools. We have a creative and talented yearbook and newspaper staff that work all year to produce the 65-75 page yearbooks. They create the school newspaper quarterly. We have a dedicated music program including concert band, cadet band, strings, and two choirs. Each group performs concerts each marking period along with participating in county, regional, and state competitions. Scripps students also participate in the Science Olympiad, spelling bee contests, writing contests, the Geography Bee, and a 10-minute morning news program with such features as daily weather, interviews with the principal and teachers, and sports coverage.

A5. How does your school address the accessibility of its facilities to students and others with disabilities?

Our building is in complete compliance with The American Disabilities Act Accessibility Guidelines.

B. School Organization and Culture

B1. How does the culture of your school support learning of all its members and foster a caring community?

Scripps Middle School fosters a positive learning environment preparing our students to face an ever-changing world. Our culture is student centered; each student in our school community has the opportunity to achieve his/her full potential under the guidance of a compassionate, professional and highly-motivated staff (E1). The staff works collaboratively with parents and the community to meet the needs of all of our students and help provide a caring place to learn (C3).

Teachers are intent upon intensifying student knowledge, engaging students in reflection and classroom discussion, using current research (B4) and application of these skills in personal and global occurrences, and creating a safe, community-oriented environment. Teachers effectively facilitate student learning through collaborative interdisciplinary themes that allow students to make connections to their own lives as they develop higher-order thinking skills to evaluate and synthesize information. A variety of instructional strategies are implemented to address the various learning styles and multiple intelligences of our students. (C1-C6) Our state-of-the-art technology provides the avenue for our students to experience real-world situations as they utilize their knowledge to be innovative and creative in their application of new information.

We are fortunate to have teams of teachers that are responsible for groups of students within our Scripps family. Teams, working with parents, utilize the student planner to promote communication as well as organization. The teams meet together each day and regularly meet with counselors to monitor the progress of all students including at-risk, LEP and special education students. Teams meet with students and parents to ensure the success of each student. The teams utilize many ways to keep parents informed and involved. The Homework Hotline, daily personal e-mails, and team information pages on a web-based communication tool, Blackboard.com, enable parents to check on student assignments and communicate regularly with teachers. Our STEP (not an acronym) program (B4) allows students to participate in making responsible decisions regarding their behavior.

Students begin their day on a positive note in their STAR (B2) class. The STAR facilitator is an advocate for his/her group of students and promotes an atmosphere of support and a climate of positive feelings. Our after school tutoring program, Middle Level Support Program (MLSP), helps students who need the extra individualized attention at the end of the day twice a week to ensure the understanding of a concept. We are also very fortunate to have an instructor for our LEP students who meets with each student individually and assists him/her in gaining a command of English for continued growth and success.

Our community has embraced our vision of the middle school concept and has supported us by providing the resources necessary to renovate our physical facility. We are now physically arranged in grade-level areas which fosters "mini-community" identities. This creates an atmosphere of learning that allows the staff to collaborate about the social, emotional, physical and academic needs of each team and our entire Scripps family.

B2. What opportunities do students have to build sustained and caring relationships with teachers and other adults? How does your school promote a healthy peer climate among students?

Students at Scripps are provided numerous outlets for fostering both meaningful relationships with caring adults, such as teachers, administrators and parent volunteers, in addition to the consistent cultivation of a positive environment among their peers. Educators in the Scripps community consistently address this aspect with careful planning of both classroom and extra-curricular experiences because of the undeniable importance at the middle school level.

The STAR program is the hallmark of this support system for students through daily interaction with a staff member and a group of peers in which specific activities build student esteem, group cohesiveness, and enhance rapport with the STAR teacher. Each day is carefully planned to address either a specific theme, assist with time management skills, discuss current events or monitor students who may benefit from an additional adult encouraging positive study habits. During STAR, teachers periodically choose to show Channel One and devise methods of weaving the elements shown into salient projects, such as writing letters to troops overseas and other philanthropic endeavors. As the year progresses, it is evident that students begin to identify with peers and their STAR teacher. This close-knit group provides a support network that can truly make the difference for our students. By having a smaller class size, close relationships are formed and students benefit from having an adult advocate in the school. Time to organize, peer tutoring, receiving one on one instruction, and reminding themselves of present and future classroom assignments are additional benefits of the STAR program.

Students have the opportunity to connect with adults in a myriad of activities. The opportunity to assist a teacher or be an office assistant is available to the eighth grade students. Students have stated that their self-confidence has increased and their working relationship with adults has helped to make the school environment positive. The team format allows team teachers to work with a core group of students, strengthening relationships, as well as being afforded the time to consult with both students and parents. Scripps is fortunate to have a well-organized and motivated Parent Team that is a common fixture in the school environment, ranging from parents who assist in the classroom and media center, to parents who are present, weekly, in the cafeteria selling popcorn as a treat for Scripps' students, and chaperoning "Friends and Fun Nights". In addition to parent involvement in the school, various guest speakers provide valuable experiences for our students, some highlights being the on-site "Court in the Schools" day by Judge Julie Nicholson and an interactive presentation by Rosie Chapman who portrays Harriet Tubman, involving students and teachers in the historical reenactment. Last year students were able to ask questions directly to Laurie Halse Anderson, the author of Speak, a popular book for middle schoolers. A school wide assemblies featuring a physically challenged motivational speaker, Ron Bachman, and the Oakland Schools Disabilities workshop for sixth grade students were two additional opportunities for student/adult interactions.

Last year while planning the annual eighth grade trip to Washington, D.C. Scripps teachers were challenged with a relatively large group of students who chose to stay home. Several teachers were concerned that these students would feel disenfranchised by this experience; as a result, they developed an elaborate series of events and wove it into the theme, "Our Changing World". The primary goal was to offer these students activities that superceded the usual school day. Students were grouped as teams and completed fun, yet educational tasks, thus earning points as a team. Non-core academic teachers, referred to in subsequent sections as Connections teachers, also offered innovative activities, such as T-shirt design, exploration of food preparation from past to present and Japanese. Core teachers planned a special field day at a local recreation area as a culminating activity. As a result, this group of fifty students was enthused and revitalized when the others returned. Some students who went on the trip even expressed envy of the activities held at Scripps in their absence.

B3. How are teachers hired in this school? How are teaching assignments made?

Through an inclusive process that follows district and state policies, the staff and administration of Scripps Middle School view hiring and placing teachers as opportunities to improve. All candidates are selected from the Oakland County Human Resources Consortium. Lake Orion Community Schools also actively participates in local and regional job fairs. Through these avenues, Scripps Middle School creates a base "pool" of applicants. Viable candidates are first interviewed by all three district middle school principals. Candidates who display the qualities of exceptional knowledge, the ability to meet student needs, and have a personal commitment to the success of each student are then interviewed by a committee consisting of future members of the candidate's team and/or department, the associate principal and the principal. The principal then takes recommendations from the committee and contacts the Human Resources Department with a recommendation for employment. The final interview is with the Assistant Superintendent of Human Resources; a final decision of employment occurs after that.

interview. Following the recommendation for employment, the teacher is offered a position based upon the teacher's area of expertise, seniority, and the latest No Child Left Behind mandates. The true strength of this interview process is the inclusion of the teachers with whom the new teacher will work so that a good match will occur. Likewise, although the principal assumes ultimate responsibility for this, teachers are given input into teaching assignments based upon their preference for, and certification in, the intended courses, as well as their preference for those with whom they will work so that staff members may complement each others' strengths.

B4. What is your school's plan for school safety, discipline, and drug prevention? What is your record for the last five years?

Scripps operates a safe and orderly school environment for its students. This is accomplished via a policy that embraces preventative measures that are taught to students and their parents through a network of educational resources.

The safety of our students is of paramount importance to the Scripps staff and administration. Safety drills are routinely practiced and updated. Students are extremely well-versed in the procedures and expectations during emergency drills/situations. All emergency procedures are posted throughout the school. All classrooms are equipped with a phone, and the administration is available through a walkie-talkie system.

Within the first days of school, students are gathered by grade level where they are presented with a student handbook and given a brief overview of its contents. Included within this handbook are school policies pertaining to: conduct, dress code, legal information, transportation, school facilities, and attendance. To ensure that parents and students review this information, a Student Commitment Form is included within the handbook. Scripps requires the signatures of both students and parents on this form.

Scripps incorporates many educational resources for ensuring school safety and preventing possible discipline infractions. Our police liaison officer, Deputy Brian Lippard, visits our students weekly to give age-appropriate lectures and hold discussions about drug prevention. In addition, Scripps is involved in a program called ProjectAlert -- a drug prevention program for middle grades and an additional class in the seventh grade called Healthy Living. Scripps is currently adapting the program to meet the needs of our student population through survey data collected over the past several years. In addition, Scripps students are assembled by grade level to learn to recognize when they or other students are being bullied and what the steps they can take to remedy a situation. Bonds formed in STAR (B2), also a conduit for appropriate behavior, helps deter future inappropriate actions through the positive relationships developed during this class.

Scripps is equipped with an extensive and preventative discipline procedure developed with progressive degrees or steps of severity known as the STEP program. The basis of the STEP program is to make the students and home an integral part of a student's behavioral choices at school. For minor infractions of the school's policies or rules, students will be given a STEP 1 form to fill out. This form asks the students to explain their infraction in their own words. Parents are made aware of their child being placed on the STEP program. A student can receive three STEP 1 notifications before they move to STEP 2. At STEP 2 a student is brought in to talk to their team of teachers about their behavior and possible solutions. Any further infractions result in a student going to STEP 3 which is noted by administration involvement. At this time the students, parents/guardians, teachers, counselors, and administration meet to discuss solutions to the student's behavior along with consequences that will now be associated with further infractions. Since its implementation four years ago, this program has been extremely successful (see Table 1.1) in preventing students from making poor choices that would result in suspension or removal. Scripps has seen a dramatic drop in minor and major infractions. The STEP Program fosters the idea of Scripps as a community by keeping all staff members informed and opening the lines of communication among teacher, student and parent.

Table 1.1
Scripps Middle School Infractions 1999-2003

	1999-2000	2000-2001	2001-2002	2002-2003
substance	26	6	7	2
weapons	6	0	0	0
truancy	8	6	1	1
assault	0	0	2	0
vandalism	4	1	2	0

C. Challenging Standards and Curriculum

C1. How does your curriculum serve the broad goals for student learning and development that the public generally expects education to achieve: personal and intellectual growth, citizenship, and preparation for work or higher education? What relative emphasis does the school place on these goals in the curriculum?

Scripps academic teams prepare all students to meet high standards of achievement by cultivating reading, writing and thinking skills in all subjects. Our integrated curriculum prepares our students for their future in the workplace. Our Connections courses including life skills, modern language, healthy living, computer applications, exploring theater, media productions, drama, communications, technology, physical education, choir and band, along with the core curriculum, provide a strong foundation for our students. Team teachers emphasize cooperative learning activities, integration of curriculum and interdisciplinary projects that appeal to different ability levels and emphasize higher order thinking skills. With a team-planning period, teachers have the time to collaborate and design instructional strategies that take in account multiple intelligences and reach all students.

Team planning has allowed ample opportunities for Scripps teams to inspire higher-level learning. A variety of activities is provided in the core areas during every lesson to ensure high standards of achievement by all students (C5;C6). Citizenship is modeled and reinforced throughout the curriculum by the various roles students are expected to fulfill daily. Students perform and execute specific tasks in a group setting. For example, the roles of leader, recorder, materials manager and timer allow scientific investigations to be performed in a collaborative manner. Character development and personal growth are achieved throughout the year by maintaining the same heterogeneous lab groups. Lab groups emphasize manners, respect and strong bonds. Group projects consist of a multitude of assessments. As an example, posters, PowerPoint presentations, debates, lab investigations and scientific inquiry allow all participants to be engaged, as well as demonstrate strong work ethics.

In the spring of 2001, a joint committee from Lake Orion middle schools met to develop a research-based organizational plan that would maximize learning experiences for students and create opportunities for teachers to work together. After a review of the literature, consultation with experts, and an in-depth look at the research, we knew we needed to work toward a plan. We started at the very basic question of "What is a middle school?" We discovered that it is student centered, offers flexible scheduling, develops multi-disciplinary teacher teams which create small communities for learners, offers a program with an adult advocate for every child, offers a balanced curriculum, uses a variety of instructional styles, offers clubs and activities based on interest, provides a smooth transition from elementary to high school, and engages families in the education of young adolescents. At the heart of all of the research was a deep desire to provide our students with a high performing school that is academically excellent, developmentally responsive and socially equitable. The STAR program was created to address the developmentally responsive needs of middle school students. (B2) To stress

organization, every student receives a school planner at the beginning of the year. This planner becomes an integral part of every classroom.

Another organization that addresses character development and appreciation for democratic values is Youth-to-Youth. Youth-to-Youth is an after school club providing alternative ways to have fun without using drugs, alcohol or tobacco. The club stresses camaraderie and group interaction. One of their projects is the nationally acclaimed Red Ribbon Week. Students participate in door decorating contests, Red Clothes Day, poster contests and they sign a pledge to stay off drugs.

Student Council and NJHS present students with an opportunity to participate in the democratic process (A4). Officers in both NJHS and Student Council are elected and the meetings are run using parliamentary procedure. These organizations support the entire school environment as well as the community. Student Council and NJHS help develop good citizenship and social responsibilities as well as a strong work ethic. Through student driven projects and events, students grow in social responsibility and character development. These organizations encourage cooperative endeavor and enhance the entire atmosphere of the school.

Lake Orion Community Schools and Scripps Middle School are very proud of the support and approval from the community. For the second year SCHOOL MATCH selected Lake Orion Community Schools for “**WHAT PARENTS WANT**”. Out of 15,000 school districts nationwide, only 2,000 were selected for the award. Parent support and affirmation are an integral part of a successful middle school.

C2. How is the school organized to provide for differing student academic needs within the school's goals, priorities, and curriculum?

Each sixth, seventh and eighth grade is divided into two teams. This enables the teachers to address each student's specific academic needs. One way they do this is through their team-planning period when the teachers meet with students, parents and the school counselors. Besides the school counselors, teachers have a whole cadre of professional support. There is a teacher consultant, school psychologist, speech and language teacher, social worker, associate principal and principal to address specific student academic or social needs.

Scripps teams provide a rigorous inclusive curriculum for all students including those at-risk and in special education. Besides team teachers, the school counselors, associate principal and Youth Assistance case manager work to build a relationship between home and school to better assist at-risk students. Special education teachers team with general education teachers in the classroom to provide special education students with extra support. Special education students also receive added support in their study skills classes.

With the exception of accelerated math at every grade level and accelerated eighth grade reading, all students are in heterogeneous classes in which teachers provide concentrated, interdisciplinary instruction appealing to the diverse abilities, learning styles and multiple intelligences of students. Within a collaborative team culture, emphasizing planning, interdisciplinary teaching, cooperative learning, co-teaching and the use of technology, reading, writing, thinking and listening is implemented across the curriculum. Core and connections teachers work together on interdisciplinary units such as one on Ancient Egypt. Art classes study the aspects of working with gold and the various dyes from plants. Students make their own cartouche, a royal Egyptian nameplate and transpose their name into hieroglyphs. Language arts students read Egyptian mythology stories and math students study the math used in the building of the pyramids. Other interdisciplinary units include the Middle Ages, Ancient Greece, Inca Civilization and Civil War. Reliance on cooperative learning enables all students to participate within a group setting. Literature groups (C5) and Book Club (C5) use cooperative learning to engage all levels of readers. Social studies students do research together, write reports, and edit each other's work. In science, teams working on hands-on experiments, apply the scientific method to understand a concept or support a theory (C5).

All teams target reading and implement writing across the curriculum. Teachers work together preparing interdisciplinary units and arranging field trips. Recognizing the diversity of our student population, the curriculum and daily schedule have been designed to best meet student needs. The sixth, seventh and eighth grade classes are on different schedules each day. Sixth and seventh grade core classes

are fifty minutes and the eighth grade classes are forty minutes in length. This allows eighth graders the opportunity to experience more elective classes helping to prepare them for a more extensive curriculum for high school. Sixth graders end their day with homeroom time to help them with homework assignments, organize for upcoming events and other organizational tasks. All core classes are scheduled and blocked so there is flexibility within the team to extend a class period when needed.

C3. How does the school ensure that diverse learners (for example, students with disabilities, gifted and talented students, students with limited English proficiency, migrant students, and students placed at risk) have the opportunity to learn challenging content and achieve at high levels?

All Scripps students are "teamed." They are placed with the same group of students who all have the same teachers. This strategy allows teachers, counselors and additional support staff to develop a close rapport and working relationship with a smaller class monitoring and encouraging progress and enables the team teachers to plan, prepare and make necessary modifications and accommodations for the diverse learner. The teaming concept also allows cross-curricular lessons and projects which promote and encourage diverse learners with special needs to participate, learn and succeed. Supporting the team concept and the individual students are support staff and programs specifically designed and implemented to assist any and all students including special education, 504, gifted, limited English proficient and at-risk learners.

Special Education students follow an inclusive curriculum with support from the special education teacher, school counselor, psychologist, social worker, speech therapist and school administrators. The student's Individualized Educational Program (IEP) is closely monitored and reviewed by the special education and team teachers. Before each school year, the special education teacher, with the team teachers, review the needs and learning styles of each student on his/her caseload. The team then collaborates and implements the best strategies needed for the success of each student. A packet of information regarding each student is given to all teachers and staff who will be academically involved with the student to better facilitate the needs and modifications necessary for the student to achieve at his highest possible level. Most Scripps special education students are included in the core curriculum. Those who are in need may be placed in a learning resource center (LRC) language arts and/or math class, taught by the same special education teacher that is co-teaching in the core classes.

Most special education students have a study skills class which enhances the skills and lessons taught in the core curriculum through previewing, reviewing and re-teaching of skills, lessons and activities tailored to the students' learning style. As a result of the close planning and development of the core lessons with the general education teacher, as well as co-teaching and conferring with the team, the special education teacher is well equipped to assist the special needs students. Portable computers (Alpha Smarts) are available for the special needs students to use in the classrooms or to take home to work on an assignment. The Kurzweil Program allows special education teachers to scan a text or worksheet into the computer that then reads this information back to the student. The LANGUAGE! Program, by Jane Fell-Green, is also being implemented by the Lake Orion Community Schools' special education department promoting a consistent approach to teaching language arts from primary through the secondary levels. This is a holistic program that incorporates writing, phonics, spelling, and reading.

Team teachers and support staff monitor the progress of all Scripps students. Scripps teachers are responsive to each student's need for additional assistance by providing programs such as the MLSP for at-risk students and others (B2). Students receive homework help, review concepts and work on projects in the computer lab. Students who are having difficulties are immediately identified through discussions with teachers, parents and counselors and may be placed on a bi-weekly progress report program permitting yet another avenue of communication between parents and teachers.

Students, whose native language is not English, participate in a LEP program (A2). The LEP teacher meets with the student on an as-needed basis. Advanced students may participate in advanced/accelerated math classes at each grade level. Reading II is available for advanced readers in the eighth grade. NJHS in eighth grade encourages those high achieving students to form good character,

participate in service projects and achieve and maintain high academic goals. Gifted and talented students may also participate in Science Olympiad, publications, media productions, concert orchestra, concert winds, advanced computer technology, and modern technology which explores greater depth of technological areas. This differentiated instruction allows staff to find the gifted in all our students.

C4. What is the process for continuous curriculum renewal at the school? What questions about curriculum is the school currently addressing?

Our process for continuous curriculum renewal is a five-year cycle in which math, language arts, science, social studies, and electives are addressed. Curriculum renewal is worked on at both district and building levels. The District School Improvement Committee (DSIC) meets monthly to address specific goals for each core area. DSIC members are comprised of administrators, K-12 staff, parents, and consultants. In this committee, core subject area standards and benchmarks are rewritten, aligned to grades and articulated across grades at least once during a cycle.

At Scripps, curriculum renewal and other building issues are discussed extensively at our monthly School Improvement Team meetings. The DSIC representative from our building is a member on this committee to make sure that all curriculum issues are being addressed and channeled properly to both district and Scripps staff.

Recently, a district decision was made to move forward with a district NCA process. Articulation teams will be formed during the fall of 2003 to specifically address curriculum. Every staff member within the district will be asked to serve on an Articulation Team. Teams will cross buildings, cross curriculum, and cross grade levels.

Through the District NCA process, the curriculum at Scripps will be enhanced by identifying target areas and building goals. Surveys of staff, parents and students based on tangible evidence from core areas will serve as the basis for our goals. During our last cycle, in which we became NCA Accredited, the Scripps staff chose three target area goals: technology, writing across the curriculum and informational reading. Teachers were in-serviced in all three areas and collaboratively assessed curriculum, established areas for improvement, and implemented strategies in all grade levels and subject areas. Reading strategies such as KWL, webbing, Venn diagramming, and anticipatory guides were implemented along with the infusion of technology. Students created web pages, discovered new information on the Internet, and used digital cameras in all subject areas.

Our curriculum is continually evaluated by Scripps staff. The language arts department created a list of specific terminology needed for each core area. The list was generated by grade level and passed to the teams for use in all subject areas. All staff attended an in-service on the writing process. The writing process has been implemented in all curricular areas. Designing interdisciplinary units are the main goals of teachers during team planning time. In addition, cross-curricular activities have been strategically put into place and documented via team planning sheets.

Student success is an essential component in evaluating our curriculum. We are continually looking at new methodology and curriculum alignment to meet the needs of our students. Students are monitored and student success is measured. Each teacher at Scripps submits lesson plans with state benchmarks and standards established by Lake Orion Community Schools addressed. Through curriculum mapping, department mapping, reviewing and incorporating benchmarks and standards in the curriculum we have collaborated on an on-going strategic plan to improve student achievement.

C5. Successful schools offer all students opportunities to be engaged with significant content. How does the school ensure that students achieve at high levels in the core subjects?

LANGUAGE ARTS

Scripps language arts teachers take pride in creating challenging exciting and research-based literacy programs that engender self-discovery and self confidence while building strong literacy skills. Students develop and practice reading and writing strategies used by active participants in a teacher created literacy workshop setting. They apply these strategies throughout the year. Students select reading topics and writing topics from class and instructor suggested lists. They read from a variety of

sources (e.g., short stories, novels, biographies, speeches, newspapers) and write in several forms (e.g., journals entries, essays, book reviews, poems). Students learn comprehension strategies related to summarizing, questioning, inferring, and synthesizing (e.g., directed reading/thinking activities, question-answer relationship, making connections from text to text, text to self, and text to world). Writing strategies include: prewriting and writing for different purposes, revising content and proofreading. Composition will stimulate content, proofreading, critical thinking, creative writing and reinforcing grammatical, mechanical and vocabulary skills.

As part of the language arts curriculum, Communication Arts is a required seventh grade class. The class explores oral and written communication, listening skills and aspects such as: body language, speaking, improvisation, role-playing and persuasion. Students are assessed through: self-appraisal, class participation, class evaluation and written and oral expression.

Through interdisciplinary study, multicultural themes are woven throughout varied novel selections, short stories and poetry. When reading *The Watsons Go to Birmingham*, 7th graders were able to research political leaders of the time, civil rights activists and key events and acts of civil disobedience. The students are able to experience technology through PowerPoint presentations reflecting their understanding of their selected topic. The culminating activity for this unit was when the author of *The Watsons Go to Birmingham*, Christopher Paul Curtis, came to Scripps to meet and speak with the students. Another example of authentic assessment is when 7th grade students employed creative skills when they were challenged to create a new ending or to write an additional chapter to a novel read in class. In groups they wrote a script including parts for all members. Technology was utilized when participants videotaped their performance to show in class (H6).

Besides reading from literature anthologies, supplementary books and teacher-created learning materials, teachers use class sets of whole novels for large group instruction as well as literature groups. Literature groups offer different readability levels and allow students to select the book they would like to read. Chapters are assigned each day and students decide who will perform each assigned job task for that day such as: oral reader, vocabulary expert, summarizer, illustrator, and question maker. All jobs are rotated. As a final project, groups create a poster board summary with an oral report to the class.

All disciplines emphasize writing across the curriculum. Initial writing experiences focus on narrative and descriptive pieces reflecting personal experience and then move on to expository writing. All teachers emphasize informative, persuasive and comparative writing; however, each grade has its own special focus. The use of technology enables teams to individualize instruction, to vary assignments and to increase students' control of written expression, strengthening literacy skills. In the 6th grade students read and listen to a variety of mystery stories to understand the form and devices of the genre. They practice strategies and monitor comprehension by maintaining casebooks to reports on mysteries, participating in-group discussions on contemporary and classic mysteries and use reasoning skills to solve an unsolved mystery. Students apply their learning by writing or adapting a mystery story to a radio drama and present it to an audience (sound effects and commercials included). Sixth grade teams integrate social studies in conjunction with their modern language rotation class by participating in an international pen pal program with Latin American students of the same age and gender (C5 modern language). The letters integrate literacy skills and provide an opportunity to use Spanish phrases learned during Spanish instruction.

In many language arts classes, students use the Book Club program to incorporate student prior knowledge and experiences into the act of reading to shape meaning. The program explicitly changes traditional classroom contexts as students are active contributors to the learning environment, learners express their developing thoughts, and teacher is able to monitor student thinking and provide instruction within the learners' Zone of Proximal Development (ZPD). A typical Book Club session has the following components: an opening community share or mini-lesson, reading-- which is often out-of-class, writing in a journal, Book Club small groups or "fishbowl", and closing community share. Book Club is perfect for middle school students because it lends itself to multiple interpretations of the text and requires higher-level thinking. It gives every student the opportunity to talk.

MATHEMATICS

The mathematics department uses the standards and benchmarks set by the district and the state to integrate instruction with other subject areas. The sixth grade teams continually strive toward integrating with the core subject areas. For example, measurement and graphing are taught in math and used throughout the school year in science. One of the sixth grade teams experiences an ongoing stock project involving many of the benchmarks. This involves data, statistics, using spreadsheets and the Internet. Notebooks and note-taking skills are used to reinforce math concepts as well as to bring language arts skills into the sixth grade classroom. Language arts also comes alive in the seventh grade classroom with the use of math plays and stories that correspond with key units, split-note style note-taking to review vocabulary, and the use of constructive response problems. The concept of graphing ordered pairs on a coordinate system is covered in both sixth and seventh grades prior to its use in science. In seventh grade, a lab was designed by the teachers to simulate the plotting of ocean glacial deposition. Longitude and latitude were covered in Social Studies setting the stage for map and compass bearing problems requiring the use of proportions and similar figures in seventh grade.

Students are exposed to real-world applications at each grade level. The sixth grade emphasizes the four basic mathematics operations using whole numbers, fraction and decimals. Projects involve organizing, displaying and interpreting data. Ratio, proportion and percent are covered and the students are exposed to real-life applications such as simulated shopping trip applying their knowledge of unit rates and simple interest. The seventh grade also experiences such real-world problems as the use of ratios to determine whether different pods of whales are related. This brings higher level thinking skills to a review of ratios. Other real-world problem solving in seventh grade math include using spreadsheets, open-ended tasks and assessments involving planning a budget, decision making about planning a trip or creating a schedule for employees based on certain restrictions. Group projects are also used in the seventh grade. Students are asked to evaluate themselves and their contributions to the group. They discuss ways they could have improved their performance on the project. In addition to this, they rate their personal performance and that of their team members.

Eighth grade mathematics includes integrated math 1, pre-algebra and algebra. Students make the transition to algebra and geometry in pre-algebra. Algebra 1 thoroughly investigates the structures, techniques and applications of algebraic concepts and skills. Once students learn how to graph, graphing calculators are used. In linear equations, it's easier for the student to see what happens in the changes of the slope and "y" intercept when using a graphing calculator.

The curriculum provides students with opportunities for preparation for higher education. The sixth graders are continuously working on perfecting their basic skills. Both the seventh and eighth graders use graphing calculators to prepare them for future classes.

SCIENCE

Enthusiasm and engagement are what you see when you enter a science classroom. Teachers provide students with a multitude of instructional strategies, adhering to the guidelines of the state to ensure the highest levels of learning at Scripps. Our students begin every class period with Daily Science Investigations (DSI). DSI was created by the science department to enhance MEAP scores by developing the skills necessary for high achievement. Constructed response and test taking strategies, such as: highlighting, narrowing of choices, and graph interpretations are just some of the skills taught to assist with field application. The investigations require students to interpret graphs, analyze passages, create summaries, or investigate scientific inquiry. Students are given the first few moments of class to work on a particular problem and after placing the answers in their journals, receive immediate feedback.

Technology is a necessity to the science program. Each room is equipped with stations containing a computer. Students are given specific or listings of websites to use which encompass everything from individualized lessons to research. For example, students are responsible for retrieving photo archives from space missions to the latest images from the Hubble Space Telescope.

Fieldtrips are another way to bring science to life. The sixth grade visits the Detroit Science Center, IMAX Theater, Moose Tree Preserve (a district owned nature center) and the Detroit Zoo. In addition, after studying animals and the Rain Forest, students are treated to a real life exhibit, Science

Alive. The company brings out approximately six new different animal species ranging from anacondas to tropical birds. The seventh grade visits Moose Tree Preserve and Cranbrook Institute of Science. Eighth grade visits Moose Tree Preserve as well as to the Orion General Motors plant. In partnership with GM, students have been given several different water quality testing kits and lab supplies and test a local creek for water quality thereby giving students a direct application in a work setting.

Cross curricular activities enhance the science program as well. For example, the sixth grade science curriculum begins with measurement (standard and metric) and scientific inquiry. In order to master the various skills needed for measurement, the sixth grade core subject areas created a cross curricular unit to infuse measurement into all subject areas. Language arts classes write about measurement and create a visual model, social studies enhances measurement with map skills, math classes use problem solving and the building of graphs, and science classes focus on liquid measurement with hands-on labs. Finally, the students are treated to a "Measurement Olympics" where they are placed onto teams and given a point value for each station.

Hands-on lab investigations are the key to science classes. For example, sixth graders are able to choose from over two hundred cell slides and are given their own microscope to use. They are able to make their own cheek slide wet mount and are able to look at their slide using a microscope that hooks up to the television monitor. In addition, they are able to discover the "germ caper", an activity where students move around the room swapping "germs." Then, they are able to use various chemicals and solutions to see where the virus originated and chart the spreading of the contaminant. In seventh grade, students look forward to dissections. Students are given worms and frogs where they work in collaborative groups to view germs up close and personal. Eighth grade has many hands on activities as well. Students grow plants where they are to have a variable infused into their problem. Students choose a variety of situations and document the growing or not growing of their seeds. They also go outside for a variety of weather experiments, charting temperatures, plotting hurricanes and building their own anemometers and barometers.

SOCIAL STUDIES

It is a priority at Scripps for our students to achieve goals that involve not only academic success, but personal growth and effective citizenship. While standards and benchmarks are the basis for all instruction, emphasis is placed on a broad learning experience for all students in the classroom. Considerations for multiple intelligences, varied learning styles and a cooperative classroom are incorporated into lesson planning in order that all students are offered chances for mastering material effectively, while learning social skills necessary to work with others.

In sixth grade, the five geographic themes are introduced: location, place, region, human-environment and movement. Also introduced are the disciplines of sociology, history, economics, and political science as applied to Canada and Latin America. Lessons and projects highlight the ancient cultures of South and Central America. An interdisciplinary project also synthesizes Canada's past and present utilizing skills in the areas of language, arts, science, mathematics and art. Students plan a modern trip across Canada, researching an early explorer who took a similar route. A journal written by the student described native plants, animals, physical features, and modern employment opportunities along their route. Math skills are utilized when populations are compared and graphed. Students also use technology to access databases for lessons and projects, while teachers use alternative forms of assessment in evaluating their progress.

In seventh grade, the Eastern Hemisphere is studied from ancient times to the present. Ancient Egypt, Greece and Rome are investigated in terms of their significant contributions to society today. Correlations are made between the democratic ideals first demonstrated in Athens and our beliefs related to citizen involvement today. An integrated unit on the Holocaust with two novels (The Diary of Anne Frank and Stones in Water) allows students to better understand the significance of events that occurred along the themes of discrimination, genocide and fascism. Another facet of parallel learning can be demonstrated in the study of South Africa, and its system of apartheid. Students compare the effects of this segregation with racial problems in the United States. The struggles of those who worked to oppose and change are investigated as students study the 1960's in language arts through a novel and research.

how apartheid ended in South Africa. Themes of prejudice and tolerance are emphasized as students work to understand how history, colonization and laws have created systems that often separated people based on physical attributes. Discussion generated in the classroom help students become more accepting of diversity.

In eighth grade, the study of the government of our country offers an opportunity to discuss the role of the citizen in a society, and the rights and responsibilities that this entails. Political cartoons are investigated as a way of reflecting opinion, and students begin to create their own as they learn about how the government works, who the key players in our current political scene are, and the hot issues that we face as a nation. Creating campaign posters for various candidates appeals to students' creativity and artistic skills, and provides the opportunity for clever repartee and slogans. History of the growth of the United States from colonies to a superpower are explored, with emphasis placed on the diversity of people who settled here as well as the broad geographic differences that created a rift between two regions that would result in the Civil War. A field trip to Washington, D.C. in the spring offers the opportunity to visit Gettysburg, the monuments to presidents and wars, as well as a visit to the Holocaust Museum. Students who chose not to participate in the trip are offered a week of enrichment activities that incorporate art, speech, virtual fieldtrips, math games, technology and dramatic performance.

MODERN LANGUAGE

Modern Languages is offered to all sixth grade students as a component of our rotational "Connections" program for electives classes. Sixth grade students at Scripps study two foreign languages during the ten-week period, five weeks per language. This year an innovative Japanese Program will be piloted, in addition to Spanish. Both languages are taught following the same fundamental curriculum and instructional methodologies. The curricular goals emphasize immediate, practical language skills, with a focus on common speaking situations. Students learn how to introduce and give pertinent information about themselves in the target language. In addition, they can describe clothing through use of colors and numbers. Classes are taught daily for forty-five minute periods by a full-time Spanish/Japanese Teacher with experience living in countries where both languages are spoken. The class emphasizes specific communicative goals and the teaching methodologies reflect this approach. Courses are fast paced and cover the four skills of speaking, reading, writing and listening, as well as culture. The range of methodologies includes the Dartmouth Approach, which utilizes the whole class in patterned and open-ended conversational practice in the target language. Students also learn via the Total Physical Response method and the Total Physical Response Storytelling Method, which enables them to internalize the language through connecting phrases with movement of large muscle groups. On Fridays sixth grade students participate in an activity we refer to as "Viaje viernes", in which they are assigned to groups with colorful flags representing eight different countries and languages. As members of the country, they learn how to describe various aspects of their countries in Spanish and Japanese, such as foods, numbers, saying goodbye, cars, money and newspapers. Through this meta-cognitive activity the students receive valuable input in the use of numerous verb forms. The culminating activity is the production of a travel brochure by each country group to promote their country to potential Spanish/ Japanese tourists. Through the use of authentic realia from those countries, students are not only motivated to discuss their countries in the target language, they make connections with information from their social studies and language arts classes (C5).

Students in seventh and eighth grade may elect to continue studies in Spanish by joining Spanish 1A and Spanish 1B. Both courses combined are the equivalent of Spanish I offered at the High School. Therefore, by taking these two courses they may move on to Spanish II when they enter high school. Spanish 1A meets for one semester on a daily basis for forty-five minutes. The course follows the same teaching approach as in the sixth grade program, however, the curricular goals advance to more extended conversational capability in content including introductions, classroom objects, school subjects and telling at what time they have classes. Spanish 1B is a continuation of 1A. Students in Spanish 1B are able to express likes and dislikes, describe themselves and others with respect to physical attributes, as well as personalities. Some additional highlights of the course include a project in which students research a famous Spanish speaking person and give oral presentations in Spanish taking on the persona and dress of

that individual. An additional point of pride for the students is reading a TPRS book in Spanish called Pobre Ana. Ultimately, students gain a sense of confidence in the language by reading a full-length book in Spanish. Spanish students also enjoy cultural activities. For example, one favorite event included the completion of an Internet scavenger hunt on typical Spanish foods, followed by a sampling of authentic Spanish cheeses and chorizo sandwiches.

The Modern Languages program at Scripps is a growing program that addresses benchmarks designed to provide a practical skill for our students. In addition, students build important cultural awareness and sensitivity to all cultures as a result of language study. In coordination with core teachers, the Modern Languages classes strive to reinforce standards for work quality and writing skills expected in core classes.

LIFE MANAGEMENT

Life management skills are offered at all three grade levels. All sixth graders are required to explore life skills focusing on teen responsibility while home alone. Safety (personal and household), healthy eating and preparation, self-management and teamwork skills are emphasized. Seventh and eighth grade students may select from Nutrition and Foods and/or Life Skills in Action. Nutrition and Foods offers an extensive study of nutritional food preparation, food safety/sanitation, meal planning, problem-solving, serving, etiquette, and teamwork skills. Life Skills in Action explores family and individual responsibilities, human development, personal achievement, housing resources, consumer rights, and a class project with community or service learning as a focus. Career Pathways is required by all eighth graders. The focus is on employability skills, career exploration, initiating an educational development plan (EDP), and the practice of skills necessary to search for, apply and interview for jobs.

THE ARTS

Our instrumental music program has a history of excellence and outstanding accomplishment. To accommodate the diverse learning needs of our band students, we offer two or three bands (depending on enrollment) of varying levels of experience and individual accomplishment for seventh and eighth graders. We also offer four sixth grade band classes. It is often a goal for our band musicians to work toward membership in the cadet band, which is highly regarded across the state of Michigan. As evidence of this statewide recognition, the cadet band was selected to perform at the 2001 Midwestern Conference on School Vocal and Instrumental Music at the University of Michigan in Ann Arbor. The band's application was accepted on its first submission and was one of only three middle school bands selected to perform. Our band students also participate regularly in Michigan School Band and Orchestra Association festivals. All students in the cadet band must meet the musically rigorous requirement of performing individually, either as a soloist or in a small ensemble for their peers. Most students then opt to take that performance to Solo and Ensemble Festival as well as many students from the concert winds band, where an expert on their instrument evaluates their performance. Each year, Scripps Middle School sends approximately 70% of its eligible students to Solo and Ensemble, with over 60% of those events receiving a First Division rating, the highest possible. Almost all of the other band events earn the next highest rating, a Second Division. Each winter, the Scripps band program participates in the MSBOA District Band Festival. Since Scripps became a middle school in 1997, the cadet band has earned the highest possible rating, a First Division, at District Festival, thus qualifying for MSBOA State Festival. The Scripps cadet band has attended State Festival, and has earned a First Division rating each year. In 2002 and 2000, concert winds earned a First Division rating at District Festival, and a Second Division rating at State Festival. From 1998-2001, intermediate band earned a Second Division rating at District Festival. The band director often meets with students individually or in small groups, in order to provide more in-depth instrument-specific instruction. These sectionals are built into the band director's teaching schedule and allow all 180 band students' individual instruction three or four times per year. In order to meet the needs of those students wishing to learn a string instrument, Lake Orion Community Schools began an orchestra program in 1999. Scripps Middle School added a sixth grade strings class and then a combined seventh and eighth grade orchestra. In spring, 2003, the Scripps Middle School orchestra attended MSBOA District Festival for the first time, for comments only, to provide students with an

outside musical assessment. In 2004, this group will attend District Festival for a rating. Some members of the orchestra have also attended Solo and Ensemble Festival earning medals.

Vocal music is a vital part of the curriculum. The program at Scripps consists of a three-year plan of developing young singers that will prepare them for the opportunities in high school. Students are offered choir in sixth grade, seventh grade and eighth grade, with the advanced singers auditioning for our Scripps festival singers. The festival singers are the select group that performs each year at the MSVMA District Choral Festival, as well as the District Solo and Ensemble Festival and Regional Honors Choir. All three choirs have many opportunities to perform, including school events, fall, winter and spring concerts and a tour of Lake Orion's elementary schools. Students learn the fundamentals of sight-reading music, musical historical styles from Renaissance to Contemporary, ear training, developing the voice, harmony, etc. Many non-essential skills are also essential components of a choir program including cooperative team-building, listening, leadership, problem-solving, writing summaries, evaluations and musical analysis. Musical theater is offered as an extra-curricular activity. Previous musicals presented were Broadway junior versions of "Schoolhouse Rock", "Fiddler on the Roof", and with the High School as "Munchkins" in "The Wizard of Oz".

In visual arts, students experience art concepts as their projects are incorporated into the core curriculum. Every Scripps student takes exploratory art in sixth grade. During this ten-week class, students will develop drawing skills along with color theory, sculpt paper mache' dragons, go back in time to create cave paintings, and then imagine what affects pollution has on the planet by molding mutated clay animals.

Integrated art is offered to both seventh and eighth grade students. This class is designed to relate to core classes. Students learn about two-point perspective and the various ways it relates to mathematics. There are student-led group discussions about Egypt and Egyptian Death Masks. Egypt comes up again when we learn about the origins of paper and the recycling of paper, which we do in class to make sculptures. Integrated arts students also use the digital camera to transfer an image to linoleum and carve and print in the likeness of Andy Warhol. This builds on the art concepts from Exploratory Art and blossoms from the resources that the Scripps' core classes offers.

In addition to taking integrated art, eighth grade students may take creative art, which is more advanced and prepares students for high-school art, and a life long appreciation of art. There are multiple drawing assignments to develop forms through the use of values. Students use the concepts of value and apply them to color in their Chinese watercolor paintings. Creative art students also write a two-page report on an artist. After presenting the reports, the young artists experiment with acrylic paint in the fashion of the artist selected in the report. In addition to two-dimensional work, students also use wire, plaster, clay and paper mache' to sculpt a variety of creations.

Scripps' Art Department exposes students to as many different materials and cultures as possible. Students learn about different time periods through experiencing different artists, while expanding from fundamental concepts learned in elementary school, to preparing students for high school. Scripps Middle School places student artwork in high regards. The guidance office has purchased several student works to be framed and hung, and the main office is collecting and framing student work as well. Student artwork is not only displayed throughout Scripps Middle School, but is also displayed in a local gallery. Working with the Orion Art Center, Scripps offers a true art show experience.

C6. What other content areas play essential roles in the school wide curriculum goals?

PHYSICAL EDUCATION

We have adopted the MI-EPEC (Michigan Exemplary Physical Education Curriculum) program within the district. Our district has achieved Level 2 for Outstanding Physical Education Curriculum. EPEC, developed by the Michigan Governor's Council on Fitness, Health and Sports, a consortium of university professors, is strongly supported by the Michigan Department of Community Health. The EPEC curriculum follows the recommendations of the Centers for Disease Control and Prevention and is consistent with the content standards and benchmarks of the Michigan Department of Education. EPEC lessons develop motor skills, physical fitness, activity related cognitive concepts and personal/social/attitudinal character traits, and fulfill fourteen content standards of the Michigan

Department of Education EPEC provides students with fitness skills, knowledge, and personal social attributes consistent with long-term well being. Cardio-respiratory endurance, muscular strength and endurance, flexibility, healthy citizenship and motor development are a part of each lesson. In our curriculum we include Healthy Citizenship where students identify and examine behaviors: responsibility, effort, self-control, perseverance, exemplary leadership, compassion and teamwork. Students learn the location and function of anatomical and physiological systems involved with wellness and fitness. Students become proficient in a variety of lifelong physical activities, which provide something for everyone, but the key is physical wellness and fitness. Conditioning is the heart of the program and involves aerobic activity/fitness, abdomen/low back strength and endurance and arm/shoulder and thigh/leg strength and endurance. Students are taught strength training techniques on strength machines through the use of dyna-bands and the weight room, and through isometric exercises. Students use heart rate monitors to chart and assess cardio-respiratory fitness, and they analyze printouts of this data. Aerobic dance, line dance, swing dance, square dance, basketball, gymnastics, soccer, tennis, softball, golf, volleyball, fitness training, and others are units of instruction within EPEC. Cooperative learning is used during game play. All units' activities appeal to a diversity of students and draw in ESL, at-risk and special education students. All units emphasize skills, are interdisciplinary and appeal to auditory, visual and kinesthetic learners. The fitness unit is a good example of interdisciplinary unit. The heart rate monitors provide data (charts) that coincides with math. The safety part of walking/riding in a safe place brings in knowing your environment and where is a safe place, which coincides with science and social studies (Using a map to find a good location to exercise). Learning the muscle and bone locations coincides with science.

At the end of the eighth grade year students are able to put together their own fitness program based on FITT (Frequency, Intensity, Time and Type) using a warm-up, cardiovascular activity, strength activity, and cool down. They create a fitness program for people that don't exercise. This project incorporates, writing in the curriculum.

The use of heart rate monitors during exercise and body fat analyzers, which assesses body fat, are examples how technology has aided physical education programs in Lake Orion. Physical education classes use the weight room and pool at the high school at every grade level. PE classes learn water safety basics at the pool. Eighth grade PE classes learn proper weight lifting techniques, breathing techniques and what muscles they are strengthening.

TECHNOLOGY

With an emphasis on technology in society, all students learn to use a word processor, Microsoft Word in the sixth grade. Students master keyboarding and learn how to access the Internet.

In the seventh grade, students learn graphics design using Paint Shop Pro. They design a web page using HTML. Final projects are displayed on the school web site. Students also learn how to use Power Point and are instructed in the operating system, Windows XP.

Eighth graders learn to use computer applications using Microsoft Works. It is an integrated approach to word processing to produce text, a database for managing lists of information, and spreadsheets for manipulating numbers into various scenarios. Students also study computer related careers and the history of computers.

Every team has a mini computer lab. There is another full computer lab adjacent to the media center. Students compose themes or research papers on the computer for peer editing and revision. Technology facilitates collaboration and enables students to become more competent and persuasive readers, writers, thinkers, speakers and listeners.

Modern technology classes use Tech-Design Multimedia to learn about aerodynamics, auto exploration, automation and robotics, biotechnology, CO2 raceway, computer aided design, computer animation, computer graphic design, controls and sensors, computer numerical controlled (CNC) milling, electronic music, engineering and stress analysis, exploratory electronics, fiber optics and lasers, flight simulation, meteorology and forecasting, and radio broadcasting. Students utilize actual equipment found in the work place in each of these fields including CNC mills, heat presses, machine tools, a microphone, a mixing board, a wind tunnel, a flight simulator, electric circuits and much more.

Student personal and intellectual growth is impacted because students work at their own pace, monitor and calculate their own grades and use hands-on activities to extend concepts. Technology uses a cross-curricular approach incorporating mathematics, writing and science in each of our modules. Students work independently on projects so they can extend and develop ideas relating to concepts.

Citizenship is impacted because students work in small groups. They also maintain a clean and organized work area. Preparation for work and higher education is impacted because students get experience working in small groups, are exposed to seventeen career areas, learn to manage a work area, work at their own pace, monitor their own progress and use job related materials. Scripps Middle School places heavy emphasis on these career goals by providing finances and materials for the class as well as the time for the development of other projects.

C7. What requirements must be satisfied before a student is promoted to the next grade or level of schooling?

Lake Orion Community Schools recognizes that the educational, social, personal and physical growth of young adolescents will vary and that they should be paced in the educational setting most appropriate for their needs. The professional staff should make every reasonable effort to identify and assist the student to remediate his/her difficulties, and to communicate concerns with his/her parents. Promotion and retention of a student shall be determined by each student's academic achievement, with consideration being given to social development, maturation and attendance.

For an eighth grade student to be promoted to the next grade, the student must earn 10 of 12 or more passing semester grades for the year and earn a passing grade for at least one semester of each full year class. In the sixth and seventh grades, a student must earn 9 of 12 or more passing semester grades for the year and earn a passing grade for at least one semester of each full year class. Students who fail to do so must pass summer school or repeat the grade. There is a common assessment in each grade and academic area. Teachers, teams and the counselors note individual student achievement and identify students in difficulty. By uncovering learning difficulties at an early stage, students can receive sharply focused interventions and assistance from teachers such as after school tutoring and/or MLSP program. Parental involvement is enlisted and is essential to the student's success. Using an interdisciplinary approach and emphasizing collaborative projects enhances the chances of success for all students from the less able to the advanced. Admittance to advanced mathematics requires outstanding mathematics performance and test scores and a recommendation of the teacher.

D. Active Teaching and Learning

D1. How are teaching practices and learning experiences in the school consistent with current knowledge about successful teaching and learning?

The teaching practices and learning experiences at Scripps Middle School are consistent with current instructional research regarding successful teaching and learning and are aligned with state benchmarks and standards. Howard Gardner's theory of multiple intelligences, Eric Jensen's work on cognitive-based research and Carol Ann Tomlinson's study on differentiating instruction are teaching practices that are incorporated into the classroom. Teachers use collaborative team planning, interdisciplinary units and cooperative learning and have made a paradigm shift from traditional tests to include assessment methods such as student portfolios, independent projects, and student journals. Teachers provide varied learning options to meet the needs of diverse learners in the classroom and have emphasized the importance of mastering communication skills, and the use of technology. All of these practices, plus having a support teacher in addition to the classroom teacher, assure the highest outcomes for all students. (H.4, H.6, H.9)

Scripps Middle School teams incorporate interdisciplinary units into the classroom. For example, in sixth grade, when students study cells in science, they are required to do research and write a paper on viruses and bacteria in their language arts class. They then graph the life span of different cells in mathematics.

Mastering communication skills, ever more present on standardized tests, has become a focus in the classrooms of Scripps. In language arts, students read a biography, make a puppet that represents their

biography and then give an oral presentation about their book selection using their puppets. Students are exposed to many research based strategies such as the Communicative Approach, Total Physical Response (TPR), and storytelling (IPRS). For example, Spanish students begin to learn sentence patterns by gradually advancing from simple yes/no questions to situations where more open-ended responses may be elicited. Students also exercise language learned through reading, listening, and writing using various sources from Spanish speaking countries.

D2. In what ways do teaching practices support student-initiated learning?

Students in both core and connections classes use peer revision and editing, collaborative team building, student-directed projects, group and individual self-assessment, and technology. For example, students in the modern technology class always work together in teams of two or three. Working together cooperatively is essential for each individual student's success.

Teachers frequently use rubrics to focus on objectives and make student success more possible. Expectations are clear, and with the help of peers, students are encouraged to communicate effectively through writing in all of their classes, not only language arts. To further communicate the objectives of lessons, appropriate curriculum-driven posters are displayed in classroom.

In math, self assessment is ongoing throughout the year. Texts and teacher-created assignments focus on real-life math problems such as balancing a check book and calculating interest on a credit card. Also in some math classes, students do an activity called a "Pairs Check." As *person A* is solving problem #1, *person B* is checking to make sure his/her partner's work is correct. After agreeing on the answer to problem #1, *person B* begins problem #2 while *person A* coaches his/her partner. The pattern continues with students reaching consensus on all problems.

Student directed investigation is common in science and social studies classes with students often working in pairs or groups for projects and labs. Eighth grade science students participated in an investigation to test the water quality of Paint Creek at Children's Park in Lake Orion (C5).

In eighth grade American history, students role-play the Constitutional Convention in which students must create a new form of government based on past failures and successes. In language arts, students listen to old time radio programs and produce their own programs. Other opportunities are available for participation in Book Club and in Literature Circle (C5).

Connections classes (C1) such as physical education creatively involve students in their learning. In PE, winning is de-emphasized and proper team play is stressed. Life skills in action classes complete a student-directed service learning project in teams. Computer students create a web page for a fictitious business, while integrated art students work as a "tribe" to name their tribe, create paper mache totem poles, and explain the importance of the hierarchy of the construction. Band is yet another cooperative learning environment in which students must prepare their own parts and then contribute those to the overall sound of the band.

Students in the C I. (Cognitively Impaired) classroom work in groups at least once a week on a cooking project. Students often select the foods that are made and enjoy sharing them when the cooking is done. They also fill out daily job sheets and are responsible for documenting what they accomplished and how well they did on their task(s).

D3. How are resources made available to teachers and students for gathering information and sharing the results of their efforts?

The media center is based on, and supports, the curriculum and is an integral part of the school community. It contains numerous print and electronic resources that are available for use before, during, and after school. The print collection contains 12,000 titles and thirty-five current periodicals. The video collection houses about 160 tapes, and there are thirty-five books-on-tape. Students and teachers also have access to the Internet and online databases which are continuously updated, plus all the resources that are part of Access Michigan and the Michigan Electronic Library, additional web-based databases. The school also has access to the resources provided by our intermediate school district, Oakland Schools. All electronic resources can be accessed in the media center, the media center's computer lab, and the six mini computer labs located throughout the building.

In order to achieve the most effective use of the media center, incoming sixth graders receive a full orientation to the media center, while seventh and eighth graders are recipients of a refresher orientation. Teaching takes place in groups and on an individual basis. The full-time media specialist is always available to help students with classroom work and utilize unfamiliar electronic resources and technology. Students are welcome to come in before and after school to work on and finish classroom homework and projects. The media specialist is also available to help staff find materials for use in the classroom, and help with technology questions and problems. Before classes come in to the media center the media specialist and teacher converse about the assignment so that the media specialist can help in the planning of the assignment and then locate relevant print and electronic resources. The media specialist also participates in the actual classroom lesson by going over what resources are available and how to effectively use those resources. The media center displays student art work and other individual and team projects.

D4. What technology applications is the school using? How do they relate to the curricular goals and do they support teaching and learning?

Scripps Middle School is on the cutting edge of use of technology in schools. Educators and students take pride in the opportunities that are offered through technology at Scripps. Technology is not just prominent in the classroom but is also used in most aspects of daily life at Scripps.

Scripps Middle School consists of 600 students and there are 211 student computers available to them throughout the school. Each classroom has an adjacent computer work station which has fifteen computers available for student use at any point in the day. In addition to the work stations there is a computer lab which has thirty-two computers. Students are able to access the computers during class time as well as before and after school when teachers are available to assist. Students also have access to personal computer devices such as the Alpha Smart. Each classroom also includes a television (for viewing of Channel One news and curriculum-related videos), a video cassette recorder, a telephone for teacher use, and a teacher computer station which is used for communication, grades and attendance.

The teacher computer station is a very important tool for teachers at Scripps Middle School. Hourly attendance, grading, and e-mail are easily accessible. Many teams send daily homework assignments to parents who have access to e-mail and communicate with them on a regular basis.

In addition to e-mailing parents, the school website (www.lakeorion.k12.mi.us/scripps) also allows parents to be informed about school activities. The Scripps website is student created and has links to every staff members' e-mail address as well as links to different teams, band, P.E., student activities and even the lunch schedule.

The technology applications at Scripps Middle School support curricular goals as well as enhance learning. Various tools allow students to use technology in the classroom. For example, Smart Boards, Vizcams, interactive CD-R, electronic field trips through videoconferencing and a web-based course and communication tool, Blackboard.com are used in many classrooms.

Technology is used in every classroom at Scripps. In math, students present information in graph form using Chart Wizard on spreadsheets. Students also use Excel to graph, chart, and practice decimal and formula applications. Excel is used throughout the year for an ongoing stock market project. Microsoft Word is used to type directions to integer math games that the students have made. For social studies presentations, students use online data bases as well as reference books and the Internet to research and access current newspaper articles and gather information and data about different countries. Language arts students use presentation tools such as PowerPoint, planning each slide and individualizing and enhancing the slides with Word Art. This information is then shared with the class by using a Smart Board. Students in publications class use digital cameras, scanners, Microsoft Word, Adobe PageMaker and Adobe Photoshop, which aid in the creation of the school's yearbook and newspaper. Science students, through use of their own computer at each lab station, visit various web sites including NASA, Drake Equation (which calculates the chance of intelligent life elsewhere in the universe), and an International Space Station slide show. During their frog dissection unit they were able to visit a virtual frog dissection on the Internet. The modern technology students use tech-design multimedia to explore career areas including aerodynamics, computer aided design, computer animation, automation and

robotics, fiber optics, and flight simulation. Each module connects with core areas of the curriculum. In computer classes, students learn keyboarding, Microsoft Word, how to program web pages, and how to create spreadsheets. Physical Education classes use heart rate monitors to show students how many miles they ran and what their heart rate is. The staff at Scripps has discovered that much of the technology implemented in the special education department can benefit the entire student population. The Kurzwell program allows the teacher to scan a text or a worksheet into the computer then reads the material back to the student. Voice communicators are also available for those students who need them. Every classroom in Scripps will have a sound field system that will help hearing impaired students have equal access to verbal instruction and guidance. This too has proven it will be beneficial to the entire school community. These are some of the many technological applications which are available to the Scripps students and teachers to enhance student learning.

E. Professional Community

E1. What opportunities do teachers and other staff have to build professional community that enhance their collective capacity to work together to support student learning?

The Scripps Middle School professional staff consists of highly educated members of the teaching profession with 83% holding master's degrees or higher in education. In anticipation of the 'No Child Left Behind' legislation, our teachers are either teaching in their major subject or are involved in obtaining the necessary classes or other requisites for their present academic assignments.

Scripps is very fortunate to have an administration and school board who believe in the middle school teaming concept. As a result, the teachers of Scripps Middle School have a conference period, as well as a team planning period. This team time is used to plan cross-curricular lessons, develop new ideas, set goals and priorities, share academic experiences, plan for team activities, correlate tests and quizzes, and communicate with the connections team. Teams meet with students and their parents, strategize new plans to help students better relate to the school environment, and assess on what is working or is not working in the lessons taught, and/or students' behavior. This team planning time allows us to reflect on how to better assist in the successful academic achievement of the Scripps Middle School student.

The School Improvement Team (S.I.T.) is a diversified group of people who represent all facets of our school community. The members of this committee meet monthly to make sure our goals are being addressed and our entire staff is consistently working together within committees to achieve these same goals. This committee also addresses problems and concerns that might occur during the school year that directly affect our student population and/or staff. This committee helped align our sixth, seventh, and eighth grade curriculums, arranged for proofreading posters to be placed in every classroom, established a STEP Program so the entire staff follows the same procedures for necessary discipline action, approved and then disbursed funds for extra-curricular classes run by teachers after school, and has the responsibility of organizing our parent/teacher conferences. SIT has also arranged for speakers such as Jim Fay to discuss "Love and Logic" and Marion Payne, former president of the National Middle School Organization, to speak to us as we endeavor to move closer to the true middle school organization. In addition, the SIT also approves any proposed changes in the student curriculum guide and handbook. All minutes from the SIT meetings are immediately forwarded to the rest of the staff as well as agendas for upcoming meetings. Thus, the entire staff is made aware of pending decisions and issues, and they are encouraged to contribute to the agenda sharing their knowledge and expertise with the SIT members.

One of our most important committees is our Professional Development Committee (PDC). For 2003-2004, this committee has a working budget of three thousand dollars for the guest teachers and four thousand two hundred dollars for conference and travel expense. These numbers reflect the importance our school places on teachers having the opportunity to attend professional development outside of the school day. Of the conference requests received, 95% of all the requests are approved.

All teachers need to have at least five days of professional development. In addition to this, our new teachers have an additional ten days of required professional education. Our district offers professional development to staff members. Our PDC works with the district's professional development team to bring professional development opportunities to our doorstep.

Our teachers have consistently exceeded the recommended professional development days. Staff members have averaged 82 hours of professional development and then have presented this same information to the rest of the staff. The total number of hours spent in 2002-2003 professional development was 2,624. Of these, 147 hours were spent in direct technology training.

Upon reflection of our needs, the PDC and the SIT work together with our administration to secure speakers who address the improvement of the academic and social environment of Scripps Middle School students. At times, we reflect and discuss current pedagogical issues. For example, recent discussions included the following questions: "Is technology a necessary tool or a resource?" or "Did you make a difference in a student's life this year?" In addition, our principal provided the "Master Teacher" pamphlet program, the books, Turning Points 2000, Michigan Middle Schools in the Middle, and Who Moved My Cheese for all staff members which demonstrates our administrator's commitment to all forms of professional development. Our students' planners have affective behavior units in the front of the books. These units are used weekly by the STAR teachers to support the behavior expected at Scripps Middle School.

E2. How does a coherent approach to professional development for teachers and other staff ensure their ability to implement effectively the school's curriculum, instructional strategies, and support system? How do organizational arrangements, such as time and teaching assignments, and school norms and culture, make professional development a priority?

Our long-term professional development plan is to continue with our NCA goals, having achieved full accreditation during the 1998-1999 school year. We will achieve these goals by ensuring that our teachers are receiving personal and financial support to attend conferences. Our PDC informs us of conferences related to these goals. In addition, our new district director of professional development correlates data and research to determine best practices for instructional delivery and educational leadership.

At Scripps Middle School, the third Wednesday of each month's staff meeting is devoted to professional development. Mary Mantei, a teaming consultant, has been a frequent visitor to these meetings. Ms. Mantei has discussed with us cross-curricular planning and then has looked at our individual team efforts and given her suggestions. We have watched videos, such as Fish, that demonstrate the various ways individuals address problem solving and team collaboration. This has brought about an awareness of our teammates' strengths and additional awareness of the individuality of students "in the middle." Visiting speakers have presented "Understanding the Unique Learner", making Web pages, safety training (CPR), NCA, Rainbow Alliance, abuse, and HOSTS (a program to address students who have difficulty in reading). Teachers train other teachers in new computer programs or lessons during these meetings. The entire teaching staff holds discussions about various issues including discipline, special scheduling for testing, students' successes, and safety (Code Red, Code Green). Since we have been in the midst of renovating our old school into a place in which we are very proud and happy to teach, a priority has been how to best help our students adapt to this extremely trying situation.

Presently, we have nine teachers who are participating in the Pathwise Mentoring program, and evaluation tool, based on mentoring and peer guidance written by Charlotte Danielson. Experienced teachers are given a half-day each month to meet with the first year teacher with whom they have been matched. The first year program is spent on classroom management and building upon the strengths of the new teacher. The emphasis during the second year is on organization and in areas where the mentor and the new instructor have agreed that fine-tuning is necessary. This program continues with an ongoing relationship between the mentor and the mentee until tenure is secured.

Even with the many professional development opportunities available, there are still additional professional development programs available for staff to pursue. This staff not only subscribes to literary offerings in their individual fields of interest, but the media specialist maintains an up-to-date professional library for staff use. Administration keeps the teachers informed of classes and conferences that are offered throughout the year and helps to make the arrangements necessary for attendance. Oakland

Schools is also a source for professional development (192 hours just this year alone) with their highly acclaimed media files and up-to-date articles and class offerings. Many staff members are active in different professional organizations such as Michigan Schools Vocal Music Association, Michigan Science Teachers Association, Michigan Association of Computer Users in Learning, and professional teacher sororities. Our Parent Team Organization has created an educational partnership with the Orion General Motors Plant for the last two years.

The strategic approach to professional development at Scripps Middle School and the Lake Orion Community Schools provides structure and yet is flexible enough to allow teachers to make decisions about what areas of development they feel are personally most valuable. Scripps' staff is effective in implementing the school's curriculum, which has been aligned and articulated to the entire staff. Through the many resources available such as staff development seminars, mentoring, team meetings, curriculum mapping, Kagan Cooperative Learning Workshops, virtual conferences arranged by Linda Glowaz, our district's information services director, special guest speakers, videos, and the Disability Workshop supported by our Parent Team, professional development positively impacts the individual student. We continue to work to make sure all teachers meet at least the minimum criteria for being a highly qualified teacher, have equal access to professional development time and money, and that those teachers with the most need will receive priority for financial support.

E3. How does the school tailor professional development and support to address the differences in career experience or professional responsibility?

Because our school system requires an additional ten days of professional development for new teachers, a program has been developed where the teachers may attend professional development sessions within the school buildings after school hours for a minimum charge, and at times no charge. Although this is designed for new teachers, all staff is welcome to participate. The Pathwise program (E2), is closely aligned with this professional offering.

Working in teams and having a team planning period every day gives the beginning teachers or teachers who are just entering the district a distinct advantage. Team time allows the team teachers to build a relationship of trust and support. The time spent planning gives all teachers, regardless of experience in the classroom, an opportunity to share or suggest new ways of teaching that will be advantageous to the Scripps' student population.

In order to support differences in career experience, our teachers attend conferences in their own disciplines, such as Michigan Reading Association (MRA) and Michigan Association of Middle School Educators (MAMSE) to expand their depth of knowledge and gain insights into new research and best practices. In addition, we have district and school-wide articulation meetings with others in our grade level and content area departments.

The secretaries who work in the front and counseling offices have one in-service day at the beginning of school where financial processing is addressed as well as how to be front line representatives of our school. Internal accounts, credit card programs, manifest checks, new vendor procedures, and payroll questions are among the financial questions included in the professional development during these in-service days.

The food and catering workers also have programs at the beginning of the year which address the responsibilities that are aligned with their jobs. New employees participate in job-shadowing for the first week and then attend an orientation where guidelines by the USDA, Department of Education-Child Nutrition Department, Oakland County Health Department. Cleaning of the food preparation and serving areas, the actual food preparation, ordering, inventory, and duties are the focus of the in-services required by the school district and Oakland County. Lake Orion Human Resources also conducts an orientation of district policies before new hires can start in the food department.

Our custodians have a yearly three-hour in-service program on how to maintain a safe and clean environment. This usually takes place during the winter December break. Of utmost importance is the part that addresses the clean up of bodily fluids. Improved cleaning methods, using new equipment, and general upkeep are also addressed. Learning how to maintain and repair the boiler units, air-conditioning, and outdoor upkeep are required for our supervisory custodians.

Of all of the professional development that our entire staff has had, 34% of the total amount was spent on academic conferences, 38% was directly related to our School Improvement Goals, and the 28% of the professional development included the district's goals, mentoring and course work.

E4. How does the school use the processes and results of student assessment, staff evaluation and school review to support professional growth? How has teacher professional development improved teaching and resulted in higher student achievement and success?

Our professional staff and support staff carefully study the results of student assessment including grades, MEAP scores, Education YES! and all other available data. Our principal, counselors, and teaching teams use this data to determine strengths and weaknesses. Teachers work continually to improve student progress and success in core and non-core curriculum. Our focus on professional development and improving teaching methods in the classroom have been substantiated in MEAP scores such as these. Student's science scores increased 3.8% from 2001 to 2002.

Lake Orion Community Schools uses the same evaluative tool (Components of Professional Practice) throughout the district. There is a Non-Tenured Evaluation, an At-Risk Evaluation, and a Tenured Evaluation. Each of these requires a preliminary meeting and follow-up meetings with the evaluator who is usually one of the administrators in the teacher's school. The evaluations for the non-tenured and tenured teachers are directly focused on the agreed upon needs of the teachers being evaluated. Prompt and professional meetings are held with each teacher to review the professional performance of the individual. Programs are in place to help the struggling teacher and to assure that the students' academic achievement is not compromised.

Since the relatively new evaluation program is based on the domains of content and resource knowledge, the learning environment, teaching and learning, assessment and evaluation, and professional practices, a survey of the district staff was conducted and the results collated. The survey showed the staff at Scripps Middle School is confident in their professional practices and learning environment areas. The staff is knowledgeable in content and resource information, teaching and learning, and assessment and evaluation.

Excellent teaching is recognized in formal and informal events. Our principal started an "Extra Mile Award" which is used for recognition of outstanding teaching. It is presented to a fellow teacher by the previous recipient. We have had two teachers nominated to the county level for Teacher of the Year. Many of our staff members are published authors. We have also had teachers receive a special acknowledgement from students who graduate with honors and select a teacher who had a special influence on their life. Our staff has also received honors such as the Lake Orion "Employee of the Year Award" and the Lake Orion "Unsung Hero Award."

Our informal recognition comes from our peers every day and the positive comments we receive from students and their parents. Daily acknowledgement for a job well done from our administrators as they visit our rooms is frequent, sincere, and appreciated.

F. Educational Leadership and Vitality

F1. How does leadership move the school toward its vision/mission? How is the instructional leadership role defined and implemented? How are resources aligned with goals?

Over the last five years Scripps Middle School has experienced a complete change in administration. As a result of this change in leadership the Scripps community has experienced an enormous transformation. The main focus of the vision, put in place by a collaborative effort of administration, staff and the community, was the implementation of a true middle school philosophy. Along with physical renovations to the building, the students' day has also been transformed to help them academically and socially. Fewer transitions, more adult advocates and opportunities for teachers to have a positive affect on all students' experiences with the help of team time are all aspects of the middle school philosophy. The associate principal has continued the efforts towards the vision of a safe, bully free environment for all students. Through student meetings, grade level conversations and constant visibility, the students at our school are given clear expectations and understanding of the fair and

consistent discipline plan. In the past five years, Scripps has enjoyed a steady decrease in all major behavior concerns (B4). As the instructional leaders of the building, the administration understands the importance of moving the staff forward with the help of research, experience and most of all a passion for education.

F2. How does the school engage its internal and external stakeholders in leadership and decision-making? What is the relationship between principal and stakeholders?

As a leadership collaborative team, the principal and associate principal engage all stakeholders in decision-making through what is a powerful site-based structure. All those invested, directly and indirectly, in the school have the opportunity to provide input and know that they have a voice that will be heard. The principal's mission is clearly articulated; supported by staff, students, parents, and the community; and frequently reinforced in word and in deed.

Leadership among students is an important component of our school community. Student reaction to this question was inclusive of sports and the classroom environment. Our sports' teams believe that they are representatives of our school and therefore strive to be good citizens off and on the field. Leadership roles in the classroom are decided, for the most part, by student decision. Because of peer choice, student leadership is a position of respect among the students.

The School Improvement Team, of which the principal is a member (although not the leader), involves various stakeholders in decision-making. This important group also consists of teachers representing the various curricular departments; teachers from each grade level; the media specialist; a parent; and a representative of the support staff (currently a custodian). In addition to its curricular and site-based decision-making role, the School Improvement Team also oversees the professional development committee. This group of teachers, along with the principal, plans activities for professional development, manages the professional development budget, and approves conferences for staff members.

The principal and associate principal also work closely with students individually, and through the Student Council. Visible in classrooms, in the hallways, and in the cafeteria, administrators are approachable; students know they will be listened to. The principal and associate principal also host a quarterly "Lunch with the Principals" in which they solicit input from students, chosen randomly, from each grade level as to what works well and what needs to be improved in our school.

Through our very strong and involved Parent Team, our principal, associate principal, and teachers are supported in a variety of manners. Our principal, associate principal and counselor meet monthly with the Parent Team, although they are in contact with them in person, by phone, and through e-mail much more frequently. Our parent responses included the following, "The PTO is a great "review" board for questions regarding various issues, as is the School Improvement Committee. The staff is consistent, concise, and makes learning fun."

The school's budget is not a closed or secret item. The principal involves each department chairperson in the process of developing the budget each year. Money is allocated based upon the group's decisions; in order for a department to receive funds, it must demonstrate the necessity of these funds and their direct correlation to student success.

Staff meetings are not relegated to typical, mundane "information-sharing" sessions. Rather, they are designed to provoke educational dialogue, learning, and personal and professional growth. Topics have included curriculum integration; the role of technology in schools; Education Yes! /MEAP; the characteristics of an effective middle school teacher; and teachers' attitudes toward the public schools.

F3. What kind of participatory school improvement process operates the school? How did the school prepare its Self-Assessment for the Blue Ribbon Program and how did this initiative relate to other school improvements and planning efforts?

Our principal refers to us as the "Best Middle School in the World," realizing that we are a dedicated, professional staff that is devoted to children, and that we seek to constantly engage in self-growth and self-renewal. As such, he believed we should seek to become a Blue Ribbon School. However, realizing the work involved, and realizing that, without the commitment and desire of the entire

school's staff to take part in this process, he sought guidance and input. After the majority of the staff attended a meeting with Dr. Vrettas of the Michigan Department of Education, a subsequent staff meeting was held to discuss the process. Our staff, unanimously, endorsed this application and this process because we believe that what we do for children each day is remarkable and worthy of recognition. The Blue Ribbon Steering Committee is teacher-led and consists of a group of highly committed professionals.

Admittedly, our school is not perfect. However, we are driven to make it better through a continuous, honest, and critical self-evaluation for student-centered improvements. The teaching staff's evaluations are based upon a rubric created by Charlotte Danielson. Non-tenured teachers receive mentoring that is aligned with the tenets of this rubric. Tenured staff members engage in a self-growth process that involves a project. On an even larger scale, we have initiated some tremendous student-centered initiatives such as fully adopting a middle school concept and schedule including time for each team to meet; introducing the STAR program; and creating a Transitions Program for our eighth graders who may not be experiencing success. There is ongoing monitoring and evaluation of these programs at the building and district level as we know that, in these times of scarce monetary resources, we must prove that students are directly benefiting from any program we create.

F4. How does the school leadership use the most current information about education to promote continuous improvement in the school? How does such evidence influence decision-making?

Our school's commitment to middle level education and middle school students can be demonstrated through an examination of our master schedule and of the principal's requirements for curriculum integration, technology integration, and a concentration on student success. Using Turning Points 2000 (E1) as a base for our program, we have created one that is focused on the "whole child" and seeks to not allow any child to "fall through the cracks."

Both administrators are committed to life-long education. The principal is working on a Ph.D. in Curriculum and Instruction and the associate principal is working on an Education Specialist's degree in school administration and leadership. As they seek to educate themselves, they complete much student-centered research. Our principal and associate principal are active members in the National Association of Secondary School Principals and the Michigan Association of Secondary School Principals. Our principal is also an active member of the state and national Association for Supervision and Curriculum Development (and has attended their national conference five times), the National Association of Elementary School Principals, and the Michigan Association of Middle School Educators. Additionally, our principal has published two articles relative to middle school advisory programs and school technology.

Our school leaders have spent much time analyzing data as it related to student success. This includes MEAP and CAT scores, attendance statistics, and discipline information. In fact, with full teacher support, we have adapted and utilized a "STEP Program" for student discipline. This program ensures the early involvement of teachers, students, and parents in assisting students who may be making bad choices. Likewise, we have sought, both at the district and building levels, to realign our curriculum so that it is consistent with state standards and benchmarks.

F5. Reflection on the last 5 years, what conditions or changes have contributed most to the overall success of the school?

Without question, our adoption of the true middle school concept provides a foundation for vast improvements of every aspect of Scripps. The principal and associate principal lead us in the implementation of our vision of success for all students while providing consistent and visionary leadership promoting collaboration between the entire school and community (F1). The community supports our vision by providing the necessary funding (E1). Renovations of the physical facility are among the most significant changes. In addition to being housed under one roof for the first time in 5 years, we are gathered in small learning communities that support our philosophy. We have a renewed focus on interdisciplinary instruction with additional collaborative and cross-curricular activities and units.

of study (C5) Our mixture of veteran and novice teaching staff accentuates our knowledge and practice of differentiated instruction and provides an avenue for dialogue about Best Practice strategies. The quality of instruction follows current research as our staff studies and utilizes these strategies to ensure the success of our students. (C4; C5; C6; E) Our MLSP after-school tutoring is one of the programs we implemented within the last 3 years to help students who are struggling (B2) Two other new programs promote our philosophy. The adoption of the STEP program (B4) provides an avenue for teams of teachers to work with students and parents in a proactive manner to reduce the incidences of student discipline referrals. The STAR program (B2) promotes positive peer relationships and provides an adult advocate for each student.

F6. How has the school integrated technology to improve management and program efficiency and effectiveness?

Technology has been integrated in both school operations and student learning in order to improve management and program efficiency. Every student in sixth grade takes a computer exploratory class where they learn keyboarding and formatting skills that they will use throughout their educational careers and beyond. Eighth graders use the Michigan Occupational Information System (MOIS) as a tool in career exploration and development. The MOIS system allows students to assess their interests and skills and incorporate those into an Educational Development Plan (EDP). EDP's are initially developed in eighth grade and reviewed and updated each subsequent year. School operations have improved greatly because of the integration of technology. The entire school district uses the AS400 system for attendance, grading, student records and communicating with parents. Every teacher uses Grade Quick for computing grades, sending attendance, and planning lessons. AS400 and Grade Quick are compatible systems that update to each other daily.

F7. What are the major educational challenges the school must face over the next five years, and how does the school plan to address them?

The state of educational funding is a major challenge that confronts us as we seek to move forward with our program in the next five years. To that end, our principal meets with school board members frequently to keep them informed of our progress as well as to maintain their support, financial and otherwise. Another educational challenge is that of utilizing technology in a manner that is meaningful for children. Our district has created a five-year Technology Plan to address these issues in a significant and purposeful manner. Improving our standardized test scores is, of course, a challenge we will face. Through our school improvement/NCA process we will unquestionably keep this as a major focus of our school. We know that we must do so in order to provide our students with the optimal education that they are entitled to.

G. School, Family, and Community Partnerships

G1. What are the goals and priorities of the school, family, and community partnerships? How have the school and community both improved as a result of these partnerships and how did you measure the improvements?

Scripps Middle School seeks to include all stakeholders in the ownership of programming. Our school goals are aligned with the goals of the community and the district through mutual collaboration as outlined in part IV. Parents are involved in decision making at both the district level through the District School Improvement Committee, and at the school level through representation on the School Improvement Team. We actively seek out community input and rely upon our parent volunteers. We often host a lottery to chaperone field trips because the list of volunteers exceeds the number needed. We have approximately forty parents volunteer to set up and run Friends and Fun night at Scripps several times per year. In addition our parent/student ratio on the eighth grade Washington, D.C. trip is one parent for every four students.

G2. How does the school involve families in their children's education?

Scripps is proactive in reaching out to parents in order to keep them informed and involved in their children's education. On average, 85% of our parents attend Curriculum Night and Parent/Teacher

Conferences. Monthly newsletters, our school's website, e-mails from core teachers to parents advising of homework assignments, and having an involved and active Parent/Team Organization allow parents access to information, opportunities to stay involved, and useful skills that support their role as parents. The staff and administration is approachable and readily available to parents via phone or e-mail. Essentially, parents are an integral part of what we do; they are decision-makers, volunteers, and allies.

G3. How does the school support the needs and concerns of families?

Scripps Middle School supports the needs and concerns of families by offering many options. Some of these choices can be made on a daily basis. Our counselors are available to help students through crisis situations and conflicts. The counselors are also available in providing parents with solutions and plans for concerns they may have. Our parents have expressed that they feel comfortable and confident in our staff's abilities to assist them and their student.

At the beginning of the school year a Curriculum Night is held. Parents are able to follow their child's daily schedule, meet teachers, counselors and administrators. This is an opportunity for teachers and administrators to present to parents all of the wonderful programs and student activities Scripps has to offer. Twice a year the school has Parent/Teacher Conferences. Usually they are held five weeks into the first semester of the academic year. At this time parents are able to meet with teachers and on a one-to-one basis discuss any concerns regarding their child's academics and any behavioral concerns.

Team teaching is a positive component at Scripps Middle School in dealing with parent concerns and needs for their child. Each grade has two teams of teachers. Each student is assigned a team of teachers who have a scheduled time daily to meet and discuss individual students and curriculum plans. Parents have the ability to meet with their child's team of teachers at this designated time to discuss their child's progress. Students who do need individualized care can be monitored with this type of educational component.

Technology has improved the ease of communication for parents and teachers. Parents can call the "Homework Hotline" to check each day for homework assignments. Teachers and administrators have individual e-mail addresses that parents can use to e-mail their child's teachers. This is also a tool many teachers use to e-mail parents with daily homework assignments or update parents on any problems or concerns they might have regarding their child.

G4. How are educational resources in the school and community used to extend learning opportunities for students, teachers, and families?

Scripps Middle School provides enriching learning opportunities to our students, teachers, and parents. The modern technology classes work with equipment that is used in professions like aerodynamics, automation and robotics, biotechnology, computer graphic design, flight simulation, radio broadcasting, meteorology and forecasting. Our school has employed the knowledge of guest speakers to expand education beyond the classroom. An African folk teller performed narratives and two Scripps' teachers shared their personal, authentic stories from their travels to Eastern Europe to the seventh grade classes. Sixth graders have had the chance to "see through the eyes" of physically, visually, and language impaired persons during a disability workshop. Their completion of various hands-on tasks helped heighten awareness of the day-to-day difficulties experienced by disabled individuals (B2). Families can receive additional support for their children through our MLSP (A1, B1), an after school tutoring program taught by the teachers who work directly with the students.

Scripps Middle School uses a variety of community resources to enhance classroom learning. Eighth grade science classes have used the expertise of environmental engineers from the Orion GM plant and real-world data from the Clinton River Watershed Council to augment their water quality unit. The instrumental music department has a list of private instructors from the community who provide lessons outside the school day. Private study allows students to expand their knowledge of detailed instrument-specific techniques. The Moose Tree Preserve is a community resource owned and operated by Lake Orion Community Schools. All sixth, seventh, and eighth grade students take trips with their science class every year. The science center supplements grade level curriculum through hands-on applications in the technology lab and walking tours through the nature preserve. Scripps' students attend field trips such as

performances of A Christmas Carol and The Diary of Anne Frank. The high school natatorium and theater also provided extended opportunities for learning. Beginning in sixth grade, all physical education classes take field trips to the district's natatorium to learn about water safety. Eighth graders have the opportunity to visit the weight room at the high school every other week to learn proper weight lifting and breathing techniques. Our students and teachers have visited the district's Performing Arts Center, located at the high school, to view plays and listen to symphonies. The vocal and instrumental music departments have utilized the auditorium for seasonal concerts enabling parents to watch their students in these evening performances.

H. Indicators of Success

H1. What is the school's overall approach to assessment? How do the methods align with the educational vision/mission and curriculum? What questions about assessment is the school currently addressing?

The staff of Scripps Middle School recognizes that assessment is at the very core of what we do. We must always "begin with the end in mind" in order to assist our students in achieving their goals. Outside of current formal, informal, and authentic assessments utilized in the classrooms, our students participate in the MEAP as well as the CAT. Additionally, our students recently took the National Assessment of Educational Progress (NAEP) test. Under No Child Left Behind (NCLB) it is imperative that we continue with these exams in a purposeful manner. Currently we are in the process of developing grade level common assessments that are tied directly to our curriculum which is aligned to state standards and benchmarks. We believe that we are continuously assessing the curriculum through mapping and other avenues; however, we must also demonstrate increasingly higher results as demonstrated through our various assessments.

H2. How does the school use assessment results to understand and improve students and school performance? How is the data used to influence decision-making?

After we receive our assessment data, we begin a systematic process of improving school and student performance. Our principal initially shares data at a staff meeting. Following this, department chairpersons are given release time to review the data and make connections as to where there was success and where improvement is needed. Through department meetings, staff meetings, and our School Improvement committee meetings, our chairs share information obtained by correlating the test scores. Hence, science scores indicated a 3.8% rise (E4). Following this, our staff, in groups, addresses any weaknesses and seeks to improve upon our successes by discussion, further education, and experimenting with possible solutions. This year, according to KALPA information, 72 % of the professional development requested and approved by the SIT committee has been directly related to assessment results.

H3. What assessment data are communicated to students, parents, and the community? What are the purposes of these communications? How does the school ensure that these stakeholders understand the standards for judgment and the meaning of the data?

Once results of assessments such as the MEAP are received at the school, our principal spends considerable time with our Parent Team reviewing the results and sharing plans to improve any areas necessary. Our school improvement process is not only shared in our Annual Report, but it is also featured in our school newsletter. Additionally, parents receive individual student reports of their child's MEAP results with a thorough explanation of data. School counselors and administrators are always willing to meet with parents to discuss the implications of the data.

H4. What standardized norm-referenced tests developed on the national, state, or district level has the school given in the last five years? What are the results for the last five years?

The California Achievement Test and Test of Cognitive Skills are currently only given to the eighth grade students. The data from 2002 and will be used as benchmark data as this is the first time the test was given. The eighth grade students achieved at or above normal curve equivalent (NCE) of 57 in the areas of total reading, total language, total battery and science. The eighth graders at Scripps tested

above the mean in the areas of reading, spelling, language and study skills. Currently no norm-referenced tests are given to sixth and seventh graders.

H5. What criterion-referenced tests does the school use? What are the results for the last five years?

The Michigan Educational Assessment Program (MEAP) is our criterion-referenced test. Scripps Middle School students' scores are consistently higher than state average scores. High scores in science, reading, and English/language arts can be attributed to the effective instructional strategies and professional development that the Scripps staff has implemented. Another area in which we have shown improvement is the number of students who have actually participated in taking the test. In compliance with NCLB, Scripps Middle School has taken steps to ensure that 100% of the students actually take the test.

In addition to the MEAP, Scripps Middle School was selected in 2002 to participate in the National Assessment of Educational Progress (NAEP) for Michigan's public-school students in grades 8. Although an individual school summary is not available by test design, results were presented for the state. For grade 8, the average scale score for students in Michigan was 265. Students' scale scores in Michigan were higher than those in 15 jurisdictions, lower than those in 9 jurisdictions, and the difference was not found to be significant for 22 jurisdictions. The percentage of students in Michigan who performed at or above the Proficient level was 32 percent.

H6. What alternative assessments of student performance does the school use?

Teachers in all courses use a variety of authentic assessment techniques for both individual and small group projects. Using authentic assessment techniques, teachers are able to evaluate students' abilities in 'real-world' contexts and focus on students' analytical skills. In math students are exposed to real-world applications at each grade level. In the sixth grade, students use supermarket fliers to plan a Thanksgiving meal staying within a stated budget. The use of ratios to determine whether different pods of whales are related is used in the 7th grade (C5). The ability to work collaboratively is exhibited at each grade level. For example, 6th graders in language arts work in groups to write, act out, and use sound effects in writing old-time radio mystery dramas. (C5) Other authentic assessments include Power Point presentations of book reports in the language arts classes. Making puppets that represent a biography read by students offers an oral presentation experience and allows students to exhibit their creativity (D1). In modern technology another example of 'real-world' projects would be students building authentic model airplanes, describing the parts of the plane and making adjustments to those parts to make the plane fly as far as possible. Teachers have found that alternative/authentic assessments demonstrate that there is tremendous value in the learning process as well as in the finished product.

H7. What are the data for the five years in the following areas that serve as quantitative indicators of school climate and engagement? (Daily student attendance, daily teacher attendance, teacher turnover rate, student dropout rate, student drop-off rate)

There was tremendous consistency among data for the last five years. It should be noted that daily student attendance percentages were not required by the state for the 1998-1999 school year according to Lake Orion's central enrollment office. It is also important when looking at our teacher turnover rates to know that the percentage for the school year 2002-2003 reflects Lake Orion Community Schools opening a third middle school which pulled staff members from the existing two middle schools. Not included in the chart is the teacher turnover rate for the 2003-2004 school year, which was fifteen percent.

	2003-2002	2002-2001	2001-2000	2000-1999	1999-1998
Daily student attendance	96.2%	94.7%	94.4%	94.6%	
Daily teacher attendance	96%	96%	95.4%	96.5%	97%
Teacher turnover rate	33%	8%	4%	15%	13%

Student dropout rate data is not available at this time. Lake Orion currently has three middle schools that feed into Lake Orion High School. The software that is currently in place does not track a student from their "home" middle school therefore hindering our ability of knowing an accurate dropout rate for Scripps Middle School. The dropout rate for Lake Orion High School for the 2001-2002 school year was 1.47 % for the senior class and 1.04% for classes ninth through twelfth. The data for the 2002-2003 school year was not yet available.

H8. Which awards received by the school, staff, or students are most indicative of school success?

As an NCA Accredited school, the awards received by our staff touch on two main aspects of success in schools. The first aspect is a belief in professional growth and excellence. Awards such as the Lake Orion Innovative Technology Teacher received by our computer teacher, the Award for Excellence in Italian Language Studies and the Spanish Poetry Award at Michigan State University awarded to our modern language teacher, and the Lee Gretkin Award presented to our strings teacher help illustrate our staff's dedication to professional development. The second aspect would be dealing more with our staff's dedication to the student body. We have had a number of staff members receive such awards and recognition as Lake Orion Most Inspiring Staff Member, recipient of the Extra Mile Award and the Lake Orion-Oxford Community Coalition Unsung Heroes Award. Our students have also received numerous awards and accolades. Of note are that, on average, over 30% of our students receive a "Lamp of Learning" award each year; this honor leads to academic letter at Lake Orion High School. In addition, over 65% of our students maintain a GPA worthy of them being recognized on our Honor Roll.

MEAP**Seventh Grade Reading Total**

School	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
% Proficient	82	65.8	73.3	51.5	72.1
Number of students tested	174	263	251	251	208
% of total students tested	100%	100%	100%	91.7%	100%
Number of students excluded	0	0	0	23	0
% of students excluded	0	0	0	8.30%	0
District					
% Proficient	82	67.5	72.1	58.9	72.4
State					
% Proficient	61	50.9	59.7	48.4	53.0

MEAP**Seventh Grade ELA Total**

School	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
% Proficient	78	n/a	n/a	n/a	n/a
Number of students tested	174	n/a	n/a	n/a	n/a
% of total students tested	100%	n/a	n/a	n/a	n/a
Number of students excluded	0	n/a	n/a	n/a	n/a
% of students excluded	0	n/a	n/a	n/a	n/a
District					
% Proficient	79	n/a	n/a	n/a	n/a
State					
% Proficient	58	n/a	n/a	n/a	n/a

MEAP data included is the data provided by the Michigan Office of Educational Assessment. This school and district have made every effort to verify the accuracy of the data, including number of students tested and all identified corrections/concerns have been submitted to the Office of Educational Assessment.

**MEAP
Seventh Grade Writing**

School	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
% Proficient	73	72.2	81	n/a	n/a
Number of students tested	174	259	248		
% of total students tested	100%	100%	93.6%		
Number of students excluded	0	0	17		
% of students excluded	0	0	6.4%		
District					
% Proficient	73	71.9	77.2	n/a	n/a
State					
% Proficient	57	66.2	68.2	n/a	n/a

**MEAP
Eighth Grade Science**

School	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
% Proficient	88	83.1	34.7	39.1	28.1
Number of students tested	151	286	225	202	
% of total students tested	98.7%	100%	93.7%	94.3%	
Number of students excluded	2	0	15	12	
% of students excluded	1.3%	0	6.3%	6.7%	
District					
% Proficient	81	82.9	31.4	34.9	30.4
State					
% Proficient	65	66.6	19.7	24.2	23.0

MEAP data included is the data provided by the Michigan Office of Educational Assessment. This school and district have made every effort to verify the accuracy of the data, including number of students tested and all identified corrections/concerns have been submitted to the Office of Educational Assessment.

MEAP**Eighth Grade Writing**

School	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
% Proficient	n/a	n/a	78	81.5	56.9
Number of students tested			223	211	
% of total students tested			94.5%	94.6%	
Number of students excluded			13	12	
% of students excluded			5.5%	5.4%	
District					
% Proficient	n/a	n/a	31.2	34.9	30.4
State					
% Proficient	n/a	n/a		24.2	23.0

MEAP**Eighth Grade Social Studies**

School	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
% Proficient	35	37.4	34.2	42.2	34.2
Number of students tested	153	286	228	207	
% of total students tested	100%	100%	95.8%	94.1%	
Number of students excluded	0	0	16	13	
% of students excluded	0	0	4.2%	5.9%	
District					
% Proficient	44	38.6	38.2	41.5	33.6
State					
% Proficient	32	32	29.8	30.8	27.8

MEAP data included is the data provided by the Michigan Office of Educational Assessment. This school and district have made every effort to verify the accuracy of the data, including number of students tested and all identified corrections/concerns have been submitted to the Office of Educational Assessment.

MEAP**Eighth Grade Math Total**

School	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
% Proficient	69	62.8	n/a	n/a	n/a
Number of students tested	153	286			
% of total students tested	100%	100%			
Number of students excluded	0	0			
% of students excluded	0	0			
District					
% Proficient	73	69.4			
State					
% Proficient	52	53.8			

MEAP data included is the data provided by the Michigan Office of Educational Assessment. This school and district have made every effort to verify the accuracy of the data, including number of students tested and all identified corrections/concerns have been submitted to the Office of Educational Assessment.

CALIFORNIA ACHIEVEMENT TESTS & TEST OF COGNITIVE SKILLS
Form A, 5th Edition, 1992 norms.

Grade	Year	SCHOOL	Read Vocab	Read Comp	Total Read	Spell ing	Lang Mech	Lang Expr	Total Lang	Math Comp	Conc Appl	Total Math	Total Bary	Study Skill	Science
EIGHTH		Scripps MS													
		Mean	55.3	57.2	56.9	53.6	60.1	55.4	58.6	52.9	59.2	56.7	57.6	57.6	62.9
		StdDev	15.1	15.4	14.8	17.5	17.8	19.4	17.8	16.6	16.1	15.6	15.8	12.7	18.2
		Count	152	152	152	152	152	152	152	152	152	152	152	152	152
		District													
		StdDev	54.6	56.7	56.2	52.7	58.5	55.9	58.1	55.7	61.0	58.9	58.0	55.9	64.2
		Count	16.5	17.6	16.6	18.9	19.9	21.8	20.3	19.0	18.1	18.1	18.3	15.3	19.3
			534	534	534	534	534	534	534	533	533	533	533	533	533

All scores are Normal Curve Equivalents.

Sample Copy